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ABSTRACT

This combined proceedings document presents the highlights of two historic national events: the First National Congress and the 1988 National Conference on Adults with Special Learning Needs. A summary of the Congress discusses the theme of empowerment and the declaration adopted calling for the adult and continuing education community to address the special learning needs of adults into the 21st century. The declaration is provided. The conference proceedings summarize the presentations. The recommendations from the First National Congress are discussed first. They relate to four questions posed at the Congress: who are the adults with special learning needs; how do these adults learn as adults; what do they want to learn; and who cares about adults with special learning needs? Highlights from presentations on the following themes are also provided: creating lifelong learning opportunities for adults with special learning needs; federal, state, and local collaborative efforts; building effective literacy programs for adults who have different learning styles; learning styles and instructional approaches for learning disabled, deaf and hearing impaired, blind and partially sighted, and mentally ill adults; building linkages among associations; and the handicap of illiteracy. The appendix contains the conference agenda, which provides brief summaries of the presentations. (YLB)

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1988 National Conference on Adults with Special Learning Needs

Conference Proceedings

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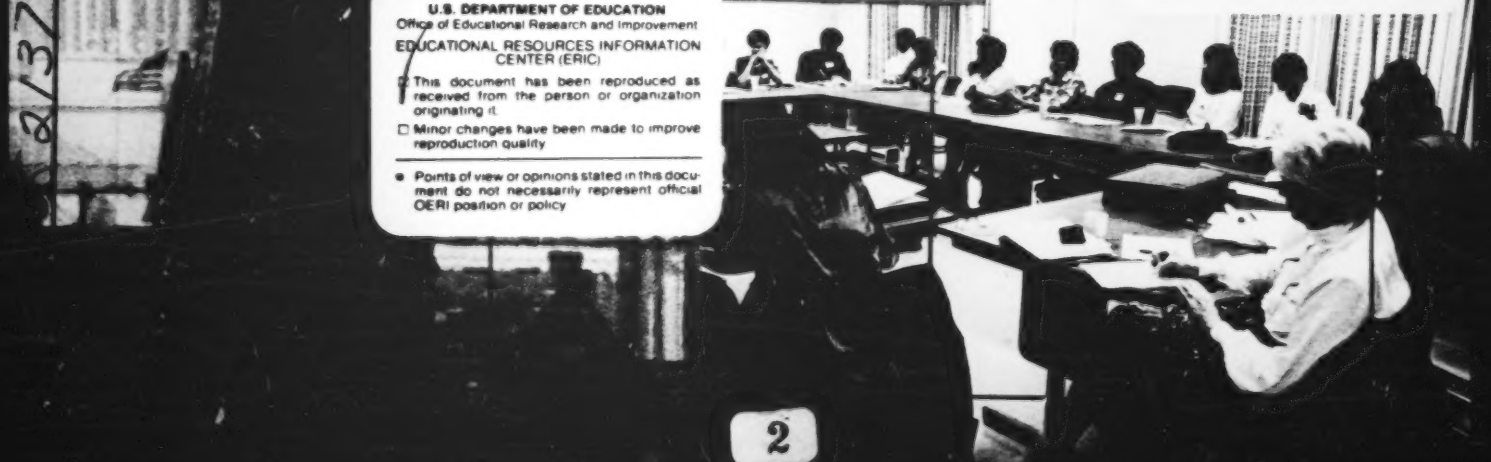

"Today's post-industrial society, based on rapid technological change and instantaneous communication, demands continuous lifelong learning as a necessity for individual and society survival. Yes, learning never ends, and . . . adult and continuing education will be in the forefront of a massive expansion of adult learning. . . Evidence is clear that adult education is growing at a 12 percent per annum rate compared with a 2 percent growth in elementary and secondary education. Adults in this country are looking more and more to adult education as a means for the individual to solve immediate problems. Technological advancements coupled with social and economic changes create growing pressures on individuals. These pressures in turn fall as a challenge to adult and continuing education and its educators. Clearly, the educational market of the future lies with adults."

Dr. Robert M. Worthington
Assistant Secretary of Vocational and Adult Education
U.S. Department of Education (1981-1985)

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THE WHITE HOUSE

WASHINGTON

October 19, 1987

Warmest greetings to everyone gathered at Gallaudet University for the First National Congress for Adults with Special Learning Needs.

Our Nation is deeply committed to education for all -- to helping every citizen develop his gifts to the utmost and enrich his own life and the lives of those around him. The success of our endeavors depends largely on our ability to meet individual and lifelong learning needs, so I am happy to know of your desire to assist the adult and continuing education community in developing education programs for adults with special learning needs. I am pleased as well to know that your work is in the spirit of two efforts in which I have had a hand -- the National Decade of the Disabled and the Adult Literacy Initiative. Our country will surely benefit from your willingness to help people master skills and take advantage of the opportunities that await them in our society.

Nancy joins me in sending best wishes for a fruitful meeting and for every success. God bless you.

Ronald Reagan

TELEGRAM

FULL RATE
(STRAIGHT TELEGRAM) ☒
NIGHT LETTER ☐
MAILGRAM ☐

The White House
Washington

October 19, 1987

First National Congress for Adults
With Special Learning Needs Programs
in Adult and Community Education
Attention: William R. Langner
800 Florida Avenue, N.E.
Washington, D.C. 20002

Dear Friends,

It is my great pleasure to send greetings to all in attendance at "The First National Congress for Adults with Special Learning Needs." While I cannot join you this week, I am delighted to know that so distinguished a group of educators has come together because of a real concern for this very important group of Americans.

George and I share your conviction about the importance of meeting the special educational needs of disabled Americans. We are committed to quality education for all Americans, and we know our country cannot afford the continued loss of so great a segment of our human capital. In my role as an advocate for a more literate America, I have come to understand that much, much more needs to be done -- to coordinate existing services for adults with special needs, to create new systems and methods for assuring equal access to quality educational services, and, above all, to work toward the goal of an truly integrated system of American education in which all our people can achieve their true potential, for all our sakes.

Thank you for coming together in this critical cause. I hope your meetings inspire a wealth of new approaches to the difficult but enormously rewarding work ahead of you. You are all pioneers, and I will support your journey in whatever ways I can.

With all best wishes,

Sincerely,

Barbara Bush

TELEGRAM

FULL RATE
(STRAIGHT TELEGRAM) ☐
NIGHT LETTER ☐
MAILGRAM ☐

The White House
Washington

August 1, 1988

1988 National Conference on Adults
with Special Learning Needs
c/o Mr. William Langner and Dr. Boris Bogatz
Gallaudet University
800 Florida Avenue, Northeast
Washington, D.C. 20002

Dear Friends,

Please accept my greetings and grateful thanks for your participation in the 1988 National Conference on Adults with Special Learning Needs. It is wonderful to know you are proceeding with the very important work begun in last year's National Congress on behalf of a group of Americans who deserve our very best.

Both George and I continue to be concerned about the need to focus greater national attention on adults with disabilities. We need to assure that they have access to the most appropriate educational programs. Lifelong learning opportunities are especially important to people who face special challenges every day, and all sectors of our society must cooperate in the provision of these opportunities. That is why it is so heartening to know that this conference includes concerned and committed citizens from many disciplines and walks of life. Your pooled resources will enrich this critical area of education, and you will bring us closer to the day when all adults with special needs will have the support they need to be all that they can be.

Thank you for caring, and may this conference be an excellent one.

With all best wishes,

Warmly,

Barbara Bush

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OFFICE OF THE SECRETARY

THE SECRETARY

NOV 4 1988

Dr. I. King Jordan
President
Gallaudet University
800 Florida Avenue, N.E.
Washington, D.C. 20002

Dear Dr. Jordan:

There are approximately 36 million disabled people in the United States who need some type of special education or rehabilitation to enable them to realize their potential for development, productivity, and independent living. We have made much progress in recent years under existing legislation. We must continue to make progress so that all disabled Americans including adults with special learning needs receive the help they need to become self-sufficient and productive citizens of the United States. We, at the United States Department of Education, have a strong commitment to adults with special learning needs and to the programs that serve them.

I congratulate you and the American Association for Adult and Continuing Education for your strong leadership in sponsoring the First National Congress and the 1988 Conference for Adults with Special Learning Needs. Your efforts and commitment to adults with special learning needs will bring us a step closer to insuring that all Americans will have an opportunity to become lifelong learners.

Thank you and best wishes for continued success as we work together to serve adults with special learning needs so we can help them to achieve their educational goals.

Sincerely,

Lauro F. Cavazos

Lauro F. Cavazos

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GALLAUDET UNIVERSITY

Office of the President
800 Florida Avenue, N.E.
Washington, D.C. 20002
(202) 651-5005

October 24, 1988

To the Participants in the 1988 National Conference on Adults with Special Learning Needs:

The proceedings of this 1988 conference should attest to the success of this second annual meeting here at Gallaudet. With nearly 200 people participating from 34 states, Guam and Canada, I understand that the conference met or exceeded all expectations.

As was expressed on opening day, the faculty and staff of Kendall Green welcome the opportunity to serve as your host. It is always a pleasure to greet people from all parts of the country, and indeed the world, who have come to share in the Gallaudet experience.

There is little question of the tremendous impact this conference could have on issues relating to adult education such as improved demographics, programs, sensitivity, and especially coordinated funding and legislative support.

I would urge that you maintain the momentum initiated here, and ensure that appropriate follow-through measures are implemented. We all have an obligation to rise to the significant challenges created during this historic meeting.

Again, we are most appreciative of your coming to our campus and extend to you all a warm invitation to return.

Sincerely,

I. King Jordan
President

• American Association for Adult and Continuing Education •

October 28, 1988

I would like to take this opportunity on behalf of the Board of Directors and members of the American Association for Adult and Continuing Education to thank you for the excellent work that you have accomplished this year by holding the FIRST NATIONAL CONGRESS and 1988 NATIONAL CONFERENCE on ADULTS WITH SPECIAL LEARNING NEEDS. AAACE was proud to be associated with Gallaudet University as co-sponsor of these meetings.

I am happy that we have made a good beginning in addressing how millions of Americans with special learning needs can participate in adult education programs. They have the right to be lifelong learners.

AAACE, as the umbrella organization representing needs and interests of adult education practitioners and learners, strongly support the need for continued emphasis on serving adults with special learning needs.

Sincerely,

Carroll A. Londoner

Carroll A. Londoner
President

• 1112 SIXTEENTH STREET, N.W., SUITE 420 • WASHINGTON, D.C. 20036 (202) 463-6333 •

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Preface

This combined proceedings document presents the highlights of two historic national events: The First National Congress and the 1988 National Conference on Adults with Special Learning Needs.

What began as a dream in October 1987 has become a reality. The work of a small steering committee to plan the congress has now resulted in two national meetings in less than one year. More than 300 professionals participated in these meetings from all parts of the United States and Canada. But these events could not have taken place without the encouragement and support of hundreds of people throughout the country, and we are grateful for their cooperation.

Today, the adult and continuing education communities are more aware of what their role and responsibilities should be and how they can serve adults with special learning needs. Similarly, providers of services to the disabled community are now aware that non-formal adult education programs present an opportunity to millions of adults with special learning needs who want to join the mainstream of life in America. These adults can become lifelong learners, and adult educators can help them to become better citizens, improve the quality of their lives, and become productive participants in American society.

Our challenge continues to be immense. There is still much work to be done. The Gallaudet Declaration needs to become a reality. But as the participants at the congress said, "This is a beginning." Now the participants at the conference have shown that a good beginning has been made. Our future conferences will continue and build on this effort.

We invite you to join with us and participate in future conferences, and to help improve adult education programs so that all adults with special learning needs in the United States can enjoy the benefits of becoming lifelong learners.

Boris E. Bogatz, Ph.D.
William Langner, M.Ed.
Conference Co-Chairs

William R. Langner Co-chair

Boris E. Bogatz, Co-chair

Acknowledgements

It would not have been possible to hold The First National Congress and the 1988 National Conference on Adults with Special Learning Needs without the support and encouragement of colleagues and friends from throughout the United States. They are too numerous to list, but we want to acknowledge key contributors to both of these efforts:

To the Gallaudet University community for co-sponsoring these activities and for opening its campus and its collective heart to congress and conference participants. Sincere appreciation is extended to Dr. Roslyn Rosen, dean of the College for Continuing Education for her ongoing and enthusiastic support; Jo Linder-Crow and the staff of Extension and Summer programs; Dr. Ed Corbett and the staff of the Program Support Unit; Dr. Jeanne Marquis and the staff of the National Information Center on Deaf/Blindness; the staff of Programs in Adult and Continuing Education; and the host of others who made these events possible. Special recognition and thanks go to Laura Ferguson and Marianne Carr who handled the bulk of correspondence, registration, and related logistical matters.

To the American Association on Adult and Continuing Education (AAACE) as co-sponsor of the congress and conference To with special thanks to Dr. Carroll Londoner, president, and Mrs. Judith Koloski, executive director, for giving their support and time to these meetings.

To the District of Columbia Public Schools Adult Education staff, especially Alex Hyman, GED administrator, and his assistant, Mary Kenner, who generously gave their support and time to the congress.

To the four congress facilitators, Dr. Seymour Wolfbein, Dr. Orlando L. Taylor, Dr. Leonard Nadler, and Dr. Mary Grefe, and to Ronald Gross, the congress narrator, for their outstanding work ensuring the success of the meetings.

To the National Rehabilitation Hospital and Apple Computer, Inc., for their interest and support in funding receptions at the meetings.

To the United States Department of Education, for their support and encouragement, especially the leadership and support of Dr. Bonnie Guiton, assistant secretary,; Karl O. Haigler, director, Division of Adult Education; Ronald S. Pugsley, chief, Program Services Branch; and staff of the Office of Vocational and Adult Education and Division of Adult Education who supported and participated in the congress and conference.

To the State Conference Coordinators for their dedication and commitment in disseminating information about the conference in their states and encouraging their colleagues to participate.

To all of you who participated in the congress and conference as steering committee members, speakers, panelists, presenters, and participants, for without your support and involvement, these meetings would not have succeeded.

Finally, we owe special recognition to Eileen M. Lavine of Information Services in Bethesda, Md, for working with us in the development of the conference proceedings and for her assistance in preparing the final manuscript and transmitting it into this published format.

Boris E. Bogatz, Ph.D.
Willliam Langner, M.Ed.

First National Congress for Adults With Special Learning Needs

Background

On Dec. 3, 1982, the United Nations General Assembly proclaimed the Decade of Disabled Persons (1983-1992) to improve the lives of more than 500 million people in the world who are disabled as a result of mental, physical or sensory impairments. People with disabilities are entitled to the same rights as all other human beings and to equal opportunities including education. A major goal of the U.N. decade is expanded educational opportunities for all persons with disabilities. This goal was highlighted further at the World Assembly of Adult Education held in Buenos Aires, Argentina, in November 1985. The assembly encouraged people with disabilities to participate in planning for their adult learning needs and to obtain the assistance of adult educators in meeting those needs.

The United States has taken major steps to meet the educational needs of its 36 million Americans with disabilities, including adults with special learning needs. In recent years, there has been increased awareness and interest among educational service providers throughout the United States in serving adults with disabilities, including those who are deaf or hard of hearing; blind or visually impaired; mentally ill and mentally retarded; mobility impaired; learning disabled; and those with other disabilities that may interfere with the learning process.

The Congress

The First National Congress for Adults with Special Learning Needs, held at Gallaudet University Oct. 19-20, 1987, was designed to address the needs of adults who need continuing educational services as lifelong learners to become more self-sufficient and productive citizens and benefit fully as contributing members of society.

"Empowering the Adult with Special Learning Needs: A National Challenge" was the theme of the congress, an invitational, working, problem-solving meeting of national experts representing an extensive network of adult education professionals, policy makers, and organizations concerned with the education of adults with disabilities. It was an historic gathering, the first of its kind in any country, and was selected as number one in the top 10 stories in adult and continuing education for the year 1987 by the publisher of *Adult and Continuing Education Today*. The American Association for Adult and Continuing Education joined with Gallaudet University as sponsors of the congress.

AAACE President Mary Williams opened the congress with a declaration that "we adult educators have a historic and philosophic commitment to serving persons with disabilities - but often we don't really know what to do or how to do it."

Dr. Bonnie Guiton, assistant secretary of education, Office of Vocational and Adult Education, the keynote speaker, urged partnerships, coalitions, and collaborations as prime vehicles for improving services. Four working groups developed a set of guidelines for the future, headed by Mary Grefe, president of the American Association of University Women Educational Foundation; Leonard Nadler, professor of Human Resource Development at George Washington University; Orlando Taylor, dean of the School of Communications at Howard University; and Seymour Wolfbein, professor emeritus of economics and business administration, Temple University.

The congress focused on answers to the following questions:

- Who are adults with special learning needs?
- How do adults with special learning needs learn as adults?
- How do we develop and plan effective adult education programs to serve adults with special learning needs?
- Who cares about adults with special learning needs?

The congress culminated in a declaration adopted by acclamation calling for a commitment and a program of action for the adult and continuing education community to address the special learning needs of adults into the 21st century. The congress participants were assisted in developing the Gallaudet Declaration by Ronald Gross, editor-in-chief of *Adult and Continuing Education Today*. (See Gallaudet Declaration on next page.)

Co-chairs of the congress were Boris E. Bogatz, Ph.D., Director, Programs in Adult and Continuing Education, Gallaudet University, and William R. Langner, M.Ed., education program specialist, Division of Adult Education, U.S. Department of Education. In the months following the congress, the co-chairs developed the program for the 1988 National Conference on Adults with Special Learning Needs, to continue the dialogue and recommendations from the congress and carry out the mandate of the Gallaudet Declaration.

DECLARATION

Adopted by Acclamation at the First National Congress on Adults with Special Learning Needs

at Gallaudet University
Washington, D.C.
October 20, 1987

To enrich the humanity of us all, there should be more sharing of the unique perspectives, understandings, and values developed by many adults with special learning needs.

In our deliberations, we have included among such adults those individuals with physical, sensory, mental, emotional or learning disabilities. We recognize that more precise data is needed on their number and characteristics. We affirm unequivocally, however, that we know enough now to begin.

Therefore, this Congress adopts the following principles. Now, we must "will the means," as individuals and throughout educational, social, and governmental institutions. Each of us has a responsibility to rigorously re-examine our own thinking, feelings, priorities, and practices, to decide how we can work together to achieve these goals.

1. Adults with special learning needs have the right to develop their potential to the fullest—to become all they are capable of being.

2. Many adults with special learning needs have the capacity to learn and grow beyond the limits currently assumed by society and by most educators.

3. Lifelong learning for adults with special learning needs must be developed with their full participation, to ensure that it responds to their educational needs and goals, accommodates their styles, and enables them to become self-reliant and independent citizens.

4. Lifelong learning for adults with special learning needs must ensure basic literacy whenever possible. But it should go far beyond basic education and the development of vocational skills. It should include opportunities for the full range of personal and social development, aesthetic pleasures, and advanced academic and professional study where appropriate.

5. All organizations and agencies dedicated to the welfare and advancement of adults with special learning needs should cultivate the untapped potential of lifelong learning for their constituents.

6. All organizations and agencies and continuing education, human resource development in government, business and industry, and the professions, should greatly expand their work with adults with special learning needs.

7. The challenge of reaching adults with special learning needs must be addressed by researchers and practitioners in the field of adult learning and continuing education, in the relevant social, cognitive, and health sciences, and in the humanities. We need to know more in order to act more wisely, more resourcefully, and more effectively.

8. Expanded and improved opportunities for lifelong learning for adults with special learning needs should be fostered by public and institutional policies that ensure equal access, service, and employment.

9. Lifelong learning for adults with special learning needs must be sensitive to issues of gender and cultural, linguistic, and economic diversity.

10. Lifelong learning for adults with special learning needs should utilize, as appropriate, contemporary learning technology such as computer-assisted instruction, augmentative communications, and interactive video.

11. Providers should strive to integrate such learning opportunities with adult and continuing education that includes **all** adults.

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1988 National Conference on Adults With Special Learning Needs

Introduction

Learning, sharing, and networking were the key components of the 1988 National Conference on Adults with Special Learning Needs held at Gallaudet University August 1-4, 1988, with the theme "Building a Consensus of Understanding: Lifelong Learning for Adults with Special Learning Needs." Attendees gathered from around the country to build a consensus of understanding on ways to create lifelong learning opportunities for adults with special learning needs.

Conference participants were adult, special, and vocational educators, and professionals from a diverse group of disciplines and varied work settings including community colleges, four-year colleges and universities, public and private secondary school systems, correctional institutions, state and local governments, residential programs, outreach programs, state hospitals, industry, rehabilitation centers, and more.

Their commitment individually and collectively was to move forward with their concern and dedication to lifelong learning for adults with special learning needs in nonformal adult education programs. They learned through speakers, panels, and concurrent sessions about the newest strategies and successful techniques to plan and develop adult education programs for adults with special learning needs that they could adapt in their own institutions and communities. They found an opportunity for close dialogue with their counterparts from around the country to share ideas, experiences, and program resources. Above all, they started lasting networks, with one-on-one contacts that will be strengthened in the future as they continue to exchange information and build on this beginning at this conference, the first of its type in the United States.

Speakers and panels explored ways to build effective community partnerships through federal, state, and local collaborative efforts; effective literacy programs for adults with different learning styles; linkages through associations; and a legislative agenda.

As Dr. Roslyn Rosen, dean of the College for Continuing Education at Gallaudet University, emphasized in welcoming attendees, the conference marked "the beginning of a long and productive period for all of us, and we need to make a commitment to empowerment and networking.

"We need to work together as a coalition to make things happen and get consumers involved in every level of decision making, developing, marketing, teaching, and evaluating. We need to make sure those with disabilities as well as service providers are included."

Roslyn Rosen

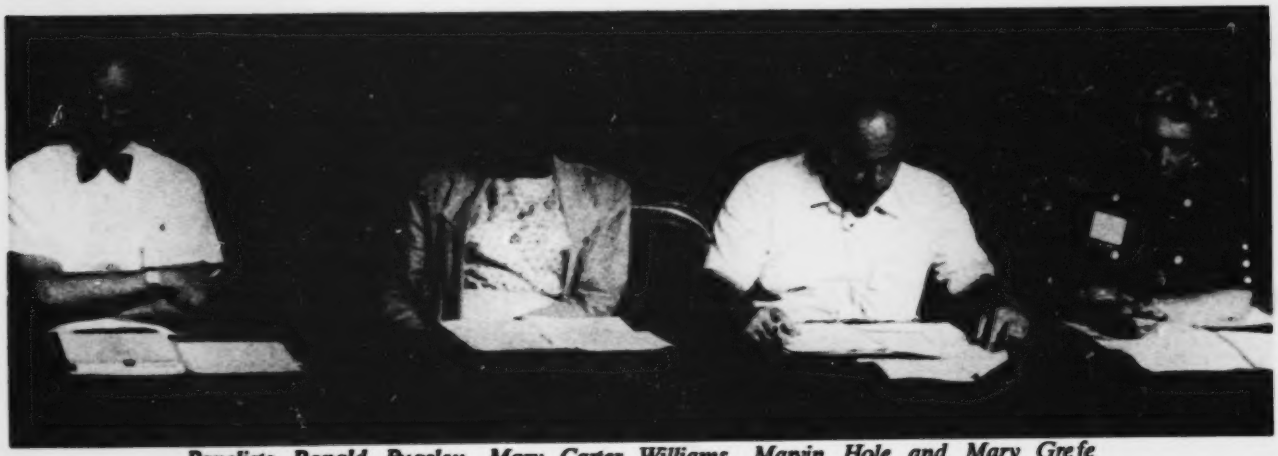
Bonnie Guiton

Dr. Bonnie Guiton, assistant secretary, Office of Vocational and Adult Education, U.S. Department of Education, noted that with the end of the baby boom and the growth in an older work force, we need every available worker--including young, old, minorities, women, and especially adults who have special learning needs--if the country is to remain competitive internationally. She cited these key guiding principles:

- Use total creativity to identify the most effective strategies. "This can take different forms--interagency agreements, public-private partnerships, two trade associations, or two private entities--but it requires close coordination and cooperation between the public and private sectors.
- Tear down the barriers of attitude. "We are on the brink of a new era. Special learning needs may not affect our minds or competence, but too many people are affected by the mindset and attitudes often far removed from reality. Every bit of effort adds up to tearing down barriers."

Continuing the Dialogue: A Discussion of the Recommendations from the First National Congress for Adults with Special Learning Needs

Setting a framework for the actual work of the conference was an opening recapitulation of the 1987 First National Congress for Adults with Special Learning Needs, and discussion of the recommendations evolving from the four questions posed at that Congress:



Panelists Ronald Pugsley, Mary Carter Williams, Marvin Hole and Mary Grefe

1. Who are adults with special learning needs?
2. How do adults with special learning needs learn as adults?
3. What do adults with special learning needs want to learn, and how do we develop effective adult education programs for them?
4. Who cares about adults with special learning needs?

Who are adults with special learning needs?

The declaration adopted at the 1987 National Congress stated that these adults include "persons with physical, sensory, mental, emotional or learning disabilities." The congress participants agreed that once you have a definition, census, surveys, and other techniques for obtaining demographic data fall within that framework, explained Ronald Pugsley, chief, Program Services Branch, Division of Adult Education, Office of Vocational and Adult Education, U.S. Department of Education.

"We looked at available information and found it was incomplete and collected unsystematically. We decided there was sufficient information to begin working at once in all domains, but we called for systematic collection of data, earmarking those that fall within the definition, and including perceptions of disabilities. We need to develop additional kinds of demographic data gathering, and the 1990 census provides an opportunity for doing some of this."

Pugsley cited these findings of the congress, relying primarily on the Louis Harris Surveys, which were conducted by the International Center for the Disabled in New York City on behalf of the National Council on the Handicapped:

- Education - two out of every five Americans with disabilities do not finish high school; more than 50 percent of people without disabilities have a college degree, compared with only 29 percent of those with disabilities.
- Education/work connection - people with disabilities who are working rank much higher in education; more than two-fifths of those not working never finished high school, twice the ratio of those working.
- Staying power - more than 40 percent of the people with disabilities who are working have been on a job 10 years or more without interruption, one in five for 20 years.

Later, Pugsley reported that the Department of Education is offering about 30 grants in a new initiative for workplace literacy partnerships for nontraditional adult education, and he expects Congress to broaden this program. Dale Brown of the President's Committee on Employment of Persons with Disabilities announced that the committee is starting a Task Force on Workplace Literacy, for which she is staff liaison.

How do adults with special learning needs learn as adults?

Adults with disabilities have most of the same behaviors, attitudes and perceptions pertaining to learning as any other group of adult learners, stated Dr. Mary Carter-Williams, director of Continuing Education at Howard University School of Communications.

"But they bring many different learning styles and experiences, so that no general model is applicable to all those with disabilities. Some may have had previous experiences that were not positive, and they face emotional factors such as anxiety, fear and general barriers."

In a paper prepared with Dr. Orlando L. Taylor, dean, School of Communications at Howard University, she recommended:

1. a national policy stressing the importance of early identification, interactive learning models, adequately trained and certified teachers, availability of disability-specific equipment and special facilities, coordination of all educational, social, rehabilitative and employment services, and broad dissemination of information;
2. a national research center on adults with special learning needs;
3. intensified public education and staff development by professional and advocacy agencies;
4. lobbying existing regional organizations to serve as conduits for information and referral services on people with disabilities;
5. establishing a national clearinghouse on software technology to encourage regional and national partnerships in administering and supporting learning programs;
6. starting a professional organization or commission that might offer certification to its members; meanwhile using the American Association for Adult and Continuing Education's Adult Learners with Disabilities unit to coordinate the organizing activities;
7. asking AAACE to earmark a portion of its journal for studies pertaining to adults with special learning needs;
8. lobbying broadcasters to consider the needs of adults with special disabilities in planning news, public service, and entertainment programs; and
9. lobbying for broad funding support for developing and disseminating special technology for adults with learning disabilities.

What do adults with special learning needs want to learn, and how do we develop effective adult education programs for them?

Adults with special needs usually want to learn the same things as others, but their methods of achievement may be slightly different, according to Dr. Marvin Hole, adjunct professor, Human Resource Development, Alaska Pacific University.

"What employers need should be an integral part of the question. We need to look realistically at job requirements now and in the future, at what the learner needs, and what agencies have to do, and integrate this with the needs of the employer. We need the cooperation of federal government and state agencies to do this."

Hole listed these as key identified needs:

- outreach activities and recruitment of adult learners;
- helping learners and employees identify learning needs;
- programming activities to meet needs of learners and employers;
- writing goal-oriented learning contracts;
- counseling prospective learners and sensitizing other employees and employers about adult learning;
- staff development nationwide in industry as trainers and in research at colleges and universities;
- looking closely at demographics in employment and placement;
- developing personnel in education, and in business and industry;
- dissemination of research and successful training programs; and
- providing adaptations of hiring and utilization of persons with disabilities.

He added that government at all levels should provide incentives for learners and organizations/employers through:

- tax breaks;
- training grants for staff development;
- grants for research on learners in the workplace;
- grants for advanced training of researchers and faculty and for trainers in companies; and
- changes in current policies to allow unemployed workers to regain self-sufficiency before they lose health coverage.

Business, industry and agencies should:

- provide counseling and guidance to employers, employees and prospective employees;
- develop training staff to work effectively with adults with disabilities, especially at the university level; and
- create partnerships with educational and other training agencies to develop effective employees.

Who cares about adults with special learning needs?

Dr. Mary Grefe, president of LEAD Associates, Inc., and the American Association of University Women Educational Foundation, responded that "it is a question of powerlessness versus empowerment, and everyone should care; that means government, professional organizations, the private sector, business and industry, education, and ordinary people like you and me. We ignore one of the best resources available by labeling adults with disabilities as unable to compete or to make a contribution to society."

Reviewing conclusions made at the 1987 First National Congress for Adults with Special Learning Needs, which assigned appropriate roles and responsibilities to the various concerned sectors, Grefe emphasized the strategies developed there:

- involve the "affecters" (decision and policy makers) as well as those affected as members on advisory boards and task forces;
- raise the awareness of the rights of adults with special learning needs and acquaint them with the legal possibilities of obtaining these rights;
- make admission procedures for education and other guidelines "user friendly," easily understood, and flexible;
- mandate a level of service with proof required that there is no need by requiring a sign-off by all agencies involved;
- establish "search and serve" committees to identify adults with special learning needs, especially those who need some accommodation to improve their performance;
- define or redefine what is measurable as growth, to cut down on the number of "push-outs" of the disabled population;
- tie in the cost benefits and develop data to demonstrate the economic advantages of assisting adults with special needs;
- conduct workshops at professional conferences to sensitize those involved in the profession of teaching or assisting adults with special learning needs;
- develop a team approach with networking among those involved;
- establish strong advocacy groups to lobby state legislatures, the U.S. Congress, and local governing bodies such as city councils and school boards.

Helen Bosch, Hartford, Conn.

"As a result of the 1987 Congress, we in Connecticut have pushed for cooperation between vocational rehabilitation and adult education," stated Helen Bosch from the Division of Rehabilitation Services, who held a concurrent session on "Linkages for an Education and Rehabilitation Network (L.E.A.R.N.) for Adults with Special Learning Needs."

She explained that the two divisions developed a project and are proceeding to implement programs, communications, and networking together. While there were programs in local communities, they were not consistent throughout the state. Programs that are starting include using adult education teachers as tutors and mutual inservice so the two groups can learn about each other.

"We are developing action plans for each area and will follow up to see what support is needed from the state, such as funding, organizational assistance, or new program plans. Communicating together is a major part of our success."

Building the Future: Creating Lifelong Learning Opportunities for Adults with Special Learning Needs

Changes in demographics, the transformation to an information society, the impact of technology, and the federal deficit represent the realities we face in achieving lifelong learning as a public policy for all adults, stated Judith A. Koloski, executive director of the American Association for Adult and Continuing Education, at the conference banquet.

"We are finally beginning to represent ALL adults in adult education, but we aren't there yet. This is the challenge to you, for we are all in this together as adult educators. It is critical that we look past your institutional bases and clientele and acknowledge your professional role, because only together can we achieve a public policy that supports adult learning."

Koloski described current trends and issues affecting adult education in the future. Demographically, she said, in 1990 more people will be over 55 than there will be in the K-12 programs, and fewer than 30 percent of the population will be under 30.

"But the population is not aging in the traditional sense; they are healthy, active, and demand more services. For the first time in history, senior citizens live better than the younger population."

This situation raises new issues in education, the labor force, and social services. In education, 48 percent of students in college are 25 and over and attend school part time.

Judith A. Koloski, Banquet Speaker

"Yet colleges still consider them nontraditional students and refuse to acknowledge them, have no counseling services or student aid. Learning for life skills is not in the mainstream; there is still a real bias against it. Although there is a decline in the school-age population, the majority of resources go to K-12 programs.

"Our population of adults is committed to lifelong learning, but there are no opportunities for them, no policy or resources to support it. Yet we are doing it in spite of ourselves because there is a desire and a need. Much of it takes place outside traditional educational settings."

On employment, Koloski noted that there will be a decline of new entrants into the labor force, with 85 percent already working and 90 percent expected in the labor force by 1990.

"In social services, we don't hear advocates for adults with special learning needs, we only hear about children. As more needs come about, there will be more competition for services for adults. The situation will get worse, not better."

Koloski also pointed to the growing ethnicity of the population, creating a majority/minority situation in public education. "Ten percent of the total population are minorities, and by the year 2000 this will be 30 percent. In Texas, California, Florida, and soon in Arizona and Colorado, the majority of the people will be from minorities, usually Hispanics. This means there will be additional needs we are not prepared to deal with. They will be the ones entering the work force. Special learning needs are represented in greater numbers among minorities, and we need better assessments to ensure quality services."

Examining the transformation to an information society, Koloski stressed that knowledge, not machinery or equipment, is capital and will be the money of the future.

"Human resources will make the difference in the future. More people will need training and retraining. We are moving to a two-class society, the haves and the have-nots. The haves are those who can access information. Those with low-level education are developing into have-nots. People think technology will solve all our problems, but these are economic and social issues."

The impact of technology, she added, will require higher education skills.

"People assume technology will take the place of humans and they think computers and software are the answer. But social interaction is the important part of adult learning. The computer is a wonderful tool, but we must be careful how it is used."

She categorized a new group in society as MADMUPS--middle-aged, downwardly mobile, underemployed professionals, explaining that there will be a greater breakdown in society, with no middle group.

"There is an incredible mismatch between employer needs and the people they are getting. Nobody knows what the work force of the future looks like or what skills will be necessary. The challenge for training and retraining is enormous."

The final issue is government insolvency, she concluded.

"No president or administration can erase the issue of the federal deficit. We won't see at the federal level a significant infusion of dollars into social services and education; there are too many other priorities. We have to look at other resources. We will face hard times. Policy makers like to solve a problem and move on. But our issues are not solved tangibly so easily. We will have to be stronger than ever."

Federal, State, and Local Collaborative Efforts: Building Effective Community Partnerships

Introducing the theme, Alan A. Reich, president of the National Organization on Disability, the featured speaker, described the community partnership programs N.O.D. has established in 2,000 communities in every state, through the local chief elected official. The group grew out of the U.S. Council for the International Year of Disabled Persons and the Decade of Disabled Persons (1983-1992), which has as one goal expanding educational opportunities to persons with disabilities.

"The ongoing learning process is central to closing the gap between Americans with disabilities and the those who are nondisabled shown in the Harris survey findings. These include the facts that Americans with disabilities have far less education as a group, are much poorer, and have less social life."

N.O.D. promotes local community involvement, helps to identify needs, provides technical assistance, and offers annual awards from Westinghouse for outstanding disability programs. A new program promotes entrepreneurship through personal computers, encouraging persons with disabilities who want the option to work at home. A national organization program, funded by J.C. Penney, gives grants to 10 national networking organizations, such as YMCA, American Library Association, and American Association for Community and Junior Colleges, for awards through their chapters and affiliates to promote work with persons who have disabilities. Business partners of N.O.D. receive a newsletter describing what businesses are doing in hiring, special adaptations, workplace accessibility, and advertising.

On the federal level, William B. Robertson, deputy assistant secretary of state and co-chair of the Federal Inter-Agency Task Force on Disabled Persons, stated that the task force's

Alan A. Reich and William B. Robertson

mission is to implement the initiatives and goals from the Decade of Disabled Persons throughout the federal government. This includes initiating and collaborating on federal programs, establishing liaison between the public and private sectors to expand participation, and making available facilities and services.

"My concentration has been with the mentally ill and mentally retarded. Now I recognize that the concern for children with these disabilities should continue because they become adults and still have these disabilities. The concept has moved from the very young to a continuing life cycle. They must prepare for and provide jobs, have an opportunity to be trained and to perform. A great deal is being done by our federal agencies, but there is still much to be done to fill the gaps. If we in the public and private sectors can work together, all can become contributing members of our country."

From a state standpoint, James Lindberg, consultant for adults with disabilities in the Division of Adult Education of the California State Department of Education, explained that the current emphasis there is on competency-based adult special education.

"In the past, we used applied behavioral analysis, emphasizing how to teach, and then we moved to a developmental curriculum looking at what to teach with a skills or age-normed approach. Now the focus is on whom to teach, although we are still concerned with the what and the how."

Lindberg listed these program characteristics:

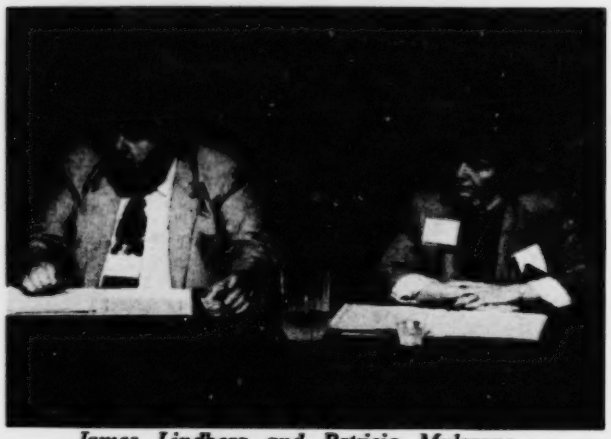
- Goals are set based on the individual's needs in terms of the highest possible level of independence, with objectives written and programs planned for acquiring skills. The individual is assessed according to skills and to barriers to learning and functioning more independently;

Leonard Mitchell, Winnipeg, Canada

"The conference was a wonderful benefit for me. I learned a lot about the literacy issue, which is different in Canada, and I will take back information to help develop our literacy program in the future," said Len Mitchell, who is trainer/-manager of the Deaf Human Service Worker Training Program sponsored by the Children's Home of Winnipeg in Manitoba.

Mitchell described the project at a concurrent session as an alternative postsecondary education system for deaf underemployed or unemployed adults. The objective is to train and employ 12 deaf adults for jobs such as community outreach worker, tenant resource worker, case worker, recreation technician, preschool teacher's aide, or community counselor in local social service organizations, including city parks and recreation, Kiwanis center, children's home, and child and family services. Using competency-based training, the program focuses on specific job-related skills determined with input from deaf people and employers.

Trainees are paid a percentage of the starting salary with graduated increases every six months. This, plus a rigorous selection process, results in a low dropout rate. The program runs over a 2 1/2-year period with modules of two weeks in the classroom followed by six weeks on the job under supervision. Interpreters are available to workplace sites, and hearing staff is taught American Sign Language. A postsecondary certificate is granted at completion of the program.



James Lindberg and Patricia Mulcrone

- The individual's present needs are considered, so everyone can participate to the extent possible;
- Emphasis is on exposure to real life activities, taught in actual situations;
- Education takes place in a natural environment, where skills will be used and at a time they will be used, where the individual learns to function with adults in a real setting;
- The program applies basic skills to life situations, integrated into activities, enabling a person to perform life skills and participate in a wider variety of activities than we ever thought possible. These include communication, mobility, and motor, behavior, social management, and functional academic skills;
- Activities are chronically age appropriate, representing what nondisabled people of the same age would participate in, rather than children's materials or activities;
- Activities are paced to the individual's ability to learn, moving through the program based on skill acquisition not marks or behavior;
- Progress is monitored with immediate feedback after the person masters new skills;

At the local level, Patricia Mulcrone, associate professor and chair of Adult Educational Development Programs, William Rainey Harper College, Palatine, Ill., described a program working with local businesses. Harper has more than 3,000 students on and off campus, and the program works with 10 businesses at a time.

"We do much for the students' total needs--assess academic skills, serve as student adviser, job developer, child care, transportation, individual GED tutoring. The Illinois Department of Public Aid helps in the job search, and the Northern Cook County Private Industry Council certifies the program for the Job Training Partnership Act. We know what we know, and if we don't know we have the expertise to know there are experts elsewhere to refer to, such as the Disabled Students Services Office or Department of Rehabilitation Services."

The college works with many community linkages, including service providers, funding agencies, professional associations, libraries, literacy consortia, and universities that send interns.

"The staff have to be team players, work with collaborative efforts, be willing to travel around the area, be flexible and innovative. This kind of program takes time, travel, and paper."

She developed a packet for employers with assessments, orientation for the instructor, placement information, and evaluation.

"You have to make each business feel you have the energy and resources to address its own needs. The program has to be voluntary for an employer, who cannot require employees to learn on their own time. It just does not work that way. It has to be at least partially on company time, and we prefer shared time of employer, employee, and educational agency. Employees need to be protected on anonymity. We give the employer only pre- and post-records without name identity, to prove what we are accomplishing. But we need to maintain our credibility and keep the employees' trust.

Distinguishing between academic literacy and job-related literacy, Mulcrone explained that what you measure is tested on instruments designed for school literacy. She said there is a need to develop instruments to measure workplace literacy better. It also is difficult to treat non-native and native employees alike, although companies prefer this.

Building Effective Literacy Programs for Adults Who Have Different Learning Styles and Need Varied Instructional Approaches

The bottom line is what happens in any learning environment and how employees can move up the ladder to hold positions of responsibility, stated featured speaker Karl O. Haigler, director, Division of Adult Education and Adult Literacy Initiative, U.S. Department of Education.

As a former teacher of children with learning disabilities, Haigler pointed out that learning disabilities are not just a problem a child will outgrow, but will continue into adulthood.

"We have adults who were never diagnosed but who learned to compensate. They need to develop more confidence in themselves so people will be willing to take risks on them and they'll be willing to take risks on themselves."

Karl O. Haigler

Describing his division's activities, Haigler explained that the main program is to serve as a framework for providing services under the Adult Education Act, with grants given to states to improve basic skills to satisfy a person's own life goals for employability or for a better quality of life. He noted that under the state planning process, states have to develop a four-year plan showing how they will coordinate activities under the Adult Education Act, such as agreements with Vocational Rehabilitation. He urged attendees to become involved in their state's plan, pointing out that state plans are due next June.

"Congress definitely had in mind problems of adults with special learning needs, because the act specifies the underserved, educationally disadvantaged, limited English proficiency, and disabled. You need to be advocates in this planning process."

The division has signed a Memorandum of Understanding with the Rehabilitation Services Administration encouraging the states to work more closely together to establish a national network for people with disabilities and to encourage adult literacy programs for those with special learning needs.

"Money and a mandate for coordination and networking are not enough. Get familiar with the legislation and the regulations, read the act, get a copy of your state's plan. We in turn need to be more aware of the private sector as partners, not just as donors."

Learning Styles and Instructional Approaches

An overview of adult learning styles led off a discussion of learning styles and teaching techniques for different groups of adults with special learning needs.

Dr. Barbara Given, coordinator of the Educational Study Center and Chair of the Special Education Teacher Preparation Program at George Mason University College of Education in Fairfax, Va, explained that traditional ways of teaching haven't worked.

"A solution--not a panacea, but a foot in the door--is to learn more about how we learn. Adults learn differently from the way children were taught. We all have our own unique ways of learning. The more we learn about learning styles, the better we can understand why adults don't learn in the traditional ways."

She explained that learning styles differ from general intelligence; styles pertain to how information is processed, while intelligence pertains to the ability to process. An individual's learning style includes cognitive, affective, physiological, and psychological factors. How we take in information is affected by receptive, association, and expression factors.

Learning disabled adults. Carolyn Buell Kidder, learning disabilities specialist, Cambridge, Mass., described her work tutoring people with dyslexia. Because dyslexia is primarily a visual perceptual problem, she explained, sight methods and traditional phonics do not work for dyslexics, because they do not store words in memory or retain them in visual perceptual memory to be accessed for converting a printed word to sound.

She uses specialized, highly structured phonic methods, teaching students to sound out words with phonics techniques through one-on-one tutorials and small group instruction. She also pointed out the need for efforts to explain that dyslexics cannot read, so they cannot respond to ads or brochures, but need radio, TV, and other types of visual messages.

Deaf and hearing impaired adults. Joan Ehrlich, coordinator of Adult Basic Education at Gallaudet, stated that deaf adults can be different and have unique characteristics but in some ways they are the same as all adult learners. She explained that a definition of deafness or hearing impairment

Panelists Joan Ehrlich, Sylvester Pues, Carolyn Buell Kidder, Margie Best and Stanley Hirschberg

includes a technical description--the physical condition of degree of hearing loss--and cultural or social considerations, such as whether individuals consider themselves part of the deaf community.

Factors affecting how a person with hearing loss will learn include whether the family is hearing; how the family reacts to the person's deafness; whether it is accepting or has a problem with the hearing loss; whether the person has attended a public school or special school and learns sign language; and whether the person was born with the ability to hear, later losing the ability to hear or was born deaf, indicating a different type of development. Means of communication can be through gestures and symbols not necessarily known to others, speech reading, with hearing aids if there is residual hearing, writing, and American Sign Language or manually coded English.

Blind and partially sighted adults. Stanley Hirschberg, supervisor of Academic Training at New York Lighthouse for the Blind, explained that a teacher of a blind person has to be willing to state that there is no one way to learn, but together they will find the way that works for that person. The first step is knowing how the person receives information, organizes information to retrieve it, and expresses it. A person who was sighted and becomes blind has to learn in a new way.

This means, for example, knowing whether the person uses tactile means, such as braille or a computer that produces braille, or an oral method such as a reader, tape recorder, or a computer with synthesized speech. A partially sighted person can use large print, special glasses, or a computer software lens that enlarges the monitor.

"To be an effective learner, a blind person has to organize a support network. Adaptive aids need to be applied effectively. This takes time, and the blind person is forced to develop good time management skills. If the person uses readers, it takes time to get them and to coordinate their schedules. It is important to have study skills, to be disciplined and neat. Paper is cheap, so in math, for example, by putting each problem on a separate page, the blind person can find the problems more easily.

"A teacher has to recognize the importance of language as a teaching tool. If you have a partially sighted or blind student in a class, say out loud what you write on the blackboard. Partially sighted people have to learn adaptive skills, tactile or oral, and understand that vision is a tool with uses."

Mentally retarded adults. Sylvester Pues, director, Office for Adult Special Education at Camarillo State Hospital, Camarillo, Calif., recommended a student-driven system rather than a curriculum system. He described a Life Skills Training Model used in competency-based adult special education, expanding the K-12 critical skills philosophy to adult learners.

"Individuals with disabilities must master the community in which they live so that it is useful and beneficial for them. Characteristics of independence are mobility, having money and living space, and taking care of oneself. The program is student centered, based on life skill attainment for functional, everyday living. In the past, we treated them as children. They are adults. Bring them to a point where they are responsible citizens."

Functional skills for an individual's environment include getting started with self care; domestic or home skills; work options including supported employment; after-work leisure, recreation and shopping; dinner; and closing down social skills.

"Place them in a situation and train them there. This is not cognitive and not in a classroom. We are playing 'catch up.' They never got these skills in K-12. Our expectations will make a difference in the program we provide. If we don't expect them to do something, they won't do it. We are still fighting that attitude in parents and staff. The main emphasis is on being a part of the normal rhythm of life, not in a restricted environment."

Mentally ill adults. Margie Best, director of Education at Elgin Mental Health Facility, Department of Mental Health, Elgin, Ill., gave a list of

Richard M. Thaler, Long Island, N.Y.

"Visual and auditory perception problems persist from childhood, and if not handled correctly then, they will continue," stressed Richard M. Thaler, learning disability specialist at the Human Resources Center in Long Island, N.Y. Thaler conducted a session on "Adults with Learning Disabilities Learn Differently."

"Stop banging your head against the wall," he cautioned. "Don't keep trying something if it doesn't work. Some people cannot beneefit from traditional techniques. No one way is right for everyone."

He demonstrated tactile technology, using three dimensional wooden letters to study word shapes.

"We show that some letters hang down, like p or q, and others stick up, like b and d. They learn to feel letters blindfolded so they can realize that b and d and p feel the same, but turn up or down in different ways. This adds another dimension to phonics."

dos and don'ts based on her experience in that facility, which has 900 patients, including a short-term, acute hospital and extended care:

- Watch attitudes; they need a helping and caring attitude.
- Discuss, don't confront. Employers need positive ways to communicate; often they can be demeaning in their attitudes. Ssuggest ways to do this.
- Avoid creating additional stress.
- Focus on reality; be realistic in job descriptions. There is a lot of misplacement. State what a person is expected to do.
- Recognize that behaviors may be a reaction to outside situations or stress. Don't over-react.
- Avoid control of all situations. Screen out important behavior from unimportant. Prioritize.
- Don't up the ante. Employers expect more and will escalate lateness to a severe problem, although it may be tolerated in others.
- Communicate in more than one modality. Mental illness is not visible, and verbal input may not be appropriate.
- Screen the environment and learn what to pay attention to.
- Avoid unreasonable demands. Extend timelines if necessary.
- Develop methods of teaching mentally ill people about their illness, the effects of medication, and what will happen if they discontinue it.
- Realize the impact of laws and regulations, the right to medical treatment, the right to education, and the right to refuse it.
- Look at motivations; inform everyone of goals and make sure they are participating in setting goals.
- Separate out intellectual ability.
- Educate the public.
- Keep a sense of humor.

Building Linkages: Associations Working Together to Serve Adults with Special Learning Needs

Robert MacDicken, director of Human Resource Development at the American Society of Association Executives, the featured speaker, explained that associations at local, state, regional, and national levels can support and assist activities serving adults with special learning needs. The level of association linkages, he said, depends on where an association is located.

"Most associations are local, state, or regional, and all have needs to be addressed in linkages. Build at those levels and then tap into the

James Foran at podium, with panelists Justine Maloney, Robert MacDicken, Moderator Betty Ward, Nancy Goudreau and Faith Kirk

national resources. Community organizations need people, ideas, money, places for on-the-job training. Local associations usually have local community projects they support. You also might use an editorial approach, writing articles for association journals and publications that reach wide audiences. Some associations may provide dollars, others may sponsor foundations with educational purposes.

"Encourage your staff and officers to get involved in the association community and serve on committees. You will all gain personally and professionally."

MacDicken also noted that although national associations have to serve an entire constituency nationwide at all times, they may get involved in a project in the community where their offices are located.

"More important, the national association can provide a forum for education. You can write articles for association publications that reach wide audiences or get two professional groups to work with you to create cross-understanding--for example, in the medical community. They also can offer educational materials on how to do a budget, buy a home, select a doctor, buy life insurance, plan your financial future. You need to build a network there, too."

Four panelists representing different associations described additional ways associations can provide support and assistance.

Nancy Goudreau spoke as a volunteer member of the American Association of Adult and Continuing Education, which has about 6,000 professional members nationwide. AAACE publishes *Adult Education*, a quarterly with articles on research, and *Lifelong Learning Journal*, a monthly. The national office assists 64 affiliates, sharing information about state and local activities, serving as an advocate for adult education, sponsoring legislative seminars, and teaching members how to get funding through state legislatures.

"Being a member of the Washington chapter has helped me go to other organizations and learn how to organize, collaborate, and get the most

with the least dollars. It takes time, but it is a way to exchange problems and share solutions."

Dr. James V. Foran, vice president for Educational Affairs, Association of Independent Colleges and Schools, explained that the association has 1,200 members, primarily business schools whose mission is to provide job training as quickly as possible with intensive job placement. The schools often link up with companies to deliver corporate training to employees. Median age of their students is 25, most are high school graduates, and 70 percent are female, although this percentage is dropping.

"We foresee a lower number of high school graduates through 1995, with more dropouts, and our students' age will increase. This will create more basic skills problems, make remedial reading necessary, and change skill requirements of jobs. We get requests from major corporations for in-house training because of the flexibility of our institutions. We can react quickly to a changing environment, and start a new training program quickly or drop one according to community needs. We want to continue to build linkages with other groups."

Faith Kirk, C.R.C., a certified rehabilitation counselor at the President's Committee on Employment of Persons with Disabilities, described activities of the National Rehabilitation Association based in Alexandria, Va. She is a representative from and liaison with the President's Committee to the association and is active in her state chapter.

"Being a member of NRA has given me an opportunity to link up with other professionals and learn about issues I should know to be a better professional. NRA is made up of all the players involved professionally with people with disabilities of all types such as developmental disabilities, physical, mental, emotional. The association is constantly looking for linkages, pulling in key researchers for the annual Mary Switzer seminar, and holding regional and national conferences."

NRA has divisions on rehabilitation counseling, job placement, vocational evaluation, nonwhite workers in rehabilitation, among others, all represented on the board, so those in like professions can meet together on specific issues and concerns. Advocacy and legislation are key concerns, with a legislative workshop held in Washington once a year to learn how to educate representatives in Congress on rehabilitation issues.

"Your state's Vocational Rehabilitation Plan is public domain. Read it and learn what your state says it will do and how you might fit in."

William Martin, Iowa Valley, Iowa

Bill Martin, director of Career Development Programs at Iowa Valley Community College District, came to the conference to trade information and look for new ideas on partnerships.

"Community colleges should be the leaders because the age group is right and you have all support services there."

His highly individualized program trains hard-core learning disabled and mentally retarded adults with an average age of 25 for jobs such as nurse aide/orderly, light assembly, and food service. Based on two campuses in four counties in central Iowa, the program formed partnerships with Vocational Rehabilitation, Job Training Partnership Act, Job Service of Iowa, and private employers.

The program fosters adult behaviors in the workplace, teaching functional academics, work behaviors, and social skills. Students have a nonpaid, time-limited internship with realistic training experience and exposure to different career choices.

"We have had about 200 people in our program since 1983. The national record is 20-25 percent placement; ours is 55-70 percent every year for five years. The community is valuable because it is not an ivory tower. We have one-on-one contacts with employers, and twice a year hold recognition breakfasts where experienced employers encourage others to participate."

Justine Maloney spoke on behalf of the Association for Children and Adults with Learning Disabilities, a consumer organization with headquarters in Pittsburgh, Pa., bringing together parents, adults and professionals interested in providing services for persons with learning disabilities.

"We were initially concerned with education, but we realized that as children grow, the problem doesn't go away. We had linkages with schools, educators, vocational rehabilitation, and colleges. Now we are moving to adult education because we need to serve adults. But the idea of adult education for learning disabled people is new, yet this group represents the largest population of students with disabilities who are being served in schools.

ACLD has state and local affiliates serving as an internal link, collecting data from them, and passing information back about good model programs. As part of the Consortium of Citizens with Developmental Disabilities, made up of

service providers and consumer organizations, ACLD also has linkages nationally and inter-organizationally.

"We view adult education as a viable place to help provide services to help learning disabled individuals continue their education. We are trying to reach out to other organizations, to let adult educators know about the learning disabled problem, to let employers know the characteristics of adults with a learning disability so they can understand them better, and to work with colleges, universities and vocational and adult education programs, so they can make necessary accommodations for the students."

In an added comment after the panel presentation, Wayne Whitman, a labor representative on the St. Paul, Minn., Advisory Council, reminded attendees that there are 18 million union members in the country and urged them to remember to involve unions in local programs and activities.

Vaughn Kruke, Minnetonka, Minn.

Seven enthusiastic adult educators from Minnesota came to the conference to present a session on "Minnesota's Answer: Lifelong Learning for Adults with Disabilities," describing a unique lifelong learning program that mainstreams people into existing community education classes.

"It is hard for people to conceptualize our program because they don't understand what community education is," explained one of the group, Vaughn Kruke, community education coordinator for Adults with Disabilities in four suburban school districts, based in Minnetonka. "Community education means assessing a population or a community and finding their needs and wants, then finding people in the community who can meet those needs. For example, a deaf mother wanted to set up a parent support group, a senior citizen in a wheelchair wanted to travel; people with mental retardation needed to learn about death and dying to be able to handle the loss of their parents. We provide transportation and accessible classes. We listen to what they want."

The program started as an experiment in 1985 when people with disabilities went to the state legislature and complained that they wanted to enroll in adult education programs but didn't know how to do it or how to deal with barriers to their participation. The state Department of Education pays for 50 percent of the costs and school districts pay for the rest, with each program capped at $80,000.

Michael Graham

Andrea Solarz

Building a Legislative Agenda: A Look at Current Legislative Trends, Issues and Concerns

How to include adults with special learning needs in every aspect of legislative policy is a problem for organizations and individuals to consider on the local and state level, as well as nationally, said Michael A. Graham, deputy director of the Maryland Department of Human Resources and Maryland's federal liaison to Congress. He described efforts, which were only moderately successful, to include learning disabilities in the state's Welfare Reform Bill.

"You have to get this across to your legislative representatives. Everyone is a lobbyist. You need to push programs you think are necessary."

Graham urged working with staff members of legislative committees, the "lifeblood" of the committee, who do research and make recommendations to committee chairmen that become policy.

"If you can get to the staff, you often can get to the members. Capitol Hill feeds off people like you and the information you provide. They need your input."

Two speakers from congressional committees reviewed recent legislation. Andrea Solarz, congressional science fellow with the Senate Subcommittee on the Handicapped, described S. 2561, Technology-Related Assistance for Individuals with Disabilities, passed August 2 (and a companion House bill).

Under Title I of the act, states can apply for three-year grants to develop programs, including needs assessment, model delivery systems, public awareness, training and technical assistance, partnerships and cooperative initiatives, assistance to community-based organizations, and interstate agreements. Grants will go to the governor's office, which will determine what group in the state will operate the program. Authorization is for $9 million for the first year, with implementa-

tion under the Department of Education.

Title II of the act authorizes studies on financing assistive technology devices and services, and on the feasibility of establishing a National Information and Program Referral Network in Technology-Related Assistance. It also supports training and public awareness grants, and funds model projects, research and loans. A total of $6,500,000 was authorized for Title II.

"At committee hearings, individuals testified that technology often makes the difference that can lead to a meaningful life," Ms. Solarz said. "Technology would go across the life span, including the workplace, recreation, and home. Barriers in the past have included lack of funding, trained personnel, or information about what is available; inadequate coordination among programs and between the public and private sector; and lack of incentives for private industry because of costs involved."

Mitch Townley, Columbia, S.C.

"I enjoy working with adults. They have more of a sense where they want to go, they see how their disability has hindered their progress, and they are more motivated," says Mitch Townley, who was a special education teacher and speech therapist in elementary and high school until a year ago.

Now Townley is supervising special education teacher at a habilitation unit at Stevenson Correctional Institution in Columbia, S.C., and he came to the conference to get more knowledge about working with adults. The unit, in a minimum security prison with 35 students aged 17-50, is considered to be a unique model program in correctional special education. It has three phases: work activity with vocational training; special education with academic and survival skills; and social work including community living, sex education, alcohol and drug education, money management, banking and budgeting, household management, behavior development, using the telephone, and street law.

Townley presented an overview of the program at a concurrent session. He showed a needs assessment survey used in the unit, which incorporates information on family ties, current functioning, work history and activity level, life skills and self care with recommendations, and an individual habilitation plan with placement recommendations, barriers to employment, major problems and needs, implementation plan, and endorsement by the individual and/or parent or guardian.

Pat Laird, legislative assistant with the House Subcommittee on Select Education, examined some of the issues in special and adult education under consideration by Congress.

"The special education system isn't doing the job it was intended to do and won't give children all the skills they will need to compete and become part of the community. So they are dropping out, and then they will turn to adult education. Will we have the resources to meet their needs then? We are looking at what kind of education they got. Certain populations are not benefiting as much as others from P.L. 94-142, the Education for All Handicapped Act first passed in 1975, especially the learning disabled students who have increased in number tremendously. They are falling through the cracks, and when they drop out and knock at the door of adult education, they realize they are restricted or limited in the adult education programs available to them."

Laird suggested that reauthorization of P.L. 94-142 may need to include a requirement that special education and adult education get together and deal with some of these problems.

"We need to look at special education first and see what changes are needed so they won't drop out. Why don't they want to stay in school? They are frustrated, angry, and feel no one understands them. One solution is to get special education at the federal level to work more closely with adult education. There has been no communication or interrelationship. Special education talks about transition, but if they have been doing an unsatisfactory job, students in special education won't be ready for the world of work."

Laird also looked at some specific problems, such as no accessibility for deaf and hard of hearing people because they lack interpreters.

"The cost of interpreters can be more than the cost of a whole course. Adult education programs

are not willing to pay that cost, and even if they do pay, they need experienced, qualified interpreters. The prison population is largely made up of young people and minorities, many with learning disabilities and mental retardation. Often that is why they dropped out and got into trouble. Bring them into the adult education system where they can benefit, and give them some hope."

It was suggested that a memorandum of understanding, similar to that between Adult Education and the Rehabilitation Administration, might be signed between Adult Education and Special Education. Also, a technical amendment to P.L. 94-142 might provide a continuum with the most appropriate delivery of services including adult education, so that individuals would not drop out of regular school, but could move on to adult education.

The Handicap of Illiteracy: Closing Session

"What is really at stake in reducing illiteracy among adults with disabilities goes far beyond our desire to see that they have the opportunity to live better lives," said Dr. Leslie Lenkowsky, a member of the National Council on the Handicapped, in the closing address.

"We are also very much aware that people with disabilities in one area--in learning, for example, or seeing, or hearing--often have extraordinary gifts in other areas. For many, indeed, these gifts are so great that they more than compensate for the disabilities. Imagine how much our society as a whole could benefit if such talented people were not further hampered by the handicap of illiteracy. ... For all the knowledge now at our disposal, we are not so wealthy as a society that we can afford not to find out."

He pointed out that laws, programs and reports have addressed education of persons with disabilities as though it were a matter solely of concern for children.

"As a result, many adults with disabilities are doubly disadvantaged: first by their disability and then by illiteracy. Unable to get a suitable education when they were younger, they also lack adequate opportunities to acquire skills as they grow older. Not surprisingly, as the Harris poll commissioned by the National Council revealed, they often wind up lacking jobs and decent income as well. Moreover, in view of the relatively slow progress being made toward better schooling for children with disabilities, the number of such doubly disadvantaged adults continues to grow."

The proposed Americans with Disabilities Act

Leslie Lenkowsky

deserves support because it will outlaw discrimination in employment and other areas on the basis of handicap, he said, but it will not prohibit discrimination because of illiteracy.

"So long as people with disabilities are disproportionately represented among the illiterate, they are likely to be disproportionately represented among the rejected, especially as the jobs our society has to offer--even the less technical ones--demand ever greater skills.

"That is why the Adult Literacy Initiative, this conference, the work of those of you who are here and of your colleagues who are not here are so vital. It's essential that the efforts of the President's Committee on the Employment of People with Disabilities to establish a new Task Force on Workplace Literacy be encouraged and assisted. It's imperative that schools, libraries, labor unions, voluntary agencies be mobilized to help in every way they can. And last but not

Noburu Higa, Honolulu, Hawaii

"My main motivation for coming to the conference was our weakness in the area of serving adults with special learning needs. We need expertise, resources and facilities, as well as a mandate," said Noburu Higa, administrator for Adult, Early Childhood, and Community Education for the state of Hawaii.

Higa explained that his concern is with children in special education when they reach age 19 and their services terminate. He also noted that Hawaii is facing a problem of providing services to the homeless and to legalized aliens.

least, it's urgent that all of us embolden and support those we know--as friends, employees, colleagues, or spouses-- to take the first steps--often excruciatingly painful for an adult--toward acquiring those skills necessary to be full participants in our society."

In Concluding

In a word, participants described the conference with such terms as inspirational, informative, "the" place to network, rewarding, productive.

Specifically, they commented:

"It provided a forum for those in specific professions or areas to interact and exchange ideas."

"Chance to share ideas and network with other professionals."

"Information about state-of-the-art, newest strategies."

"Learned what others are doing in their programs."

"The unwritten agenda--workplace literacy--was covered fairly comprehensively."

"Gave information about disabilities with which some individuals were less familiar."

"Expertise excellent, opportunity for dialogue."

Some special suggestions:

"Discuss more how libraries can be a resource and lifelong learning site for persons with disabilities."

"As a museum educator, I saw much potential for overlap with traditional educators' and special educators' concerns. I found, however, that the traditional educators were surprised to discover that museum educators are, indeed, educators, and that museums are wonderful resources for educating people. Teaching with objects is something more traditional educators should be aware of to enhance the educational experience they provide."

"We need more information on program funding, job skills training, and transition to the world of work. Adult funds for the states are not sufficient for good programming."

"We need to talk more about changing public attitudes and competition for funding of programs in relation to mentally retarded adults, the homeless, seniors, and incarcerated adults."

"How do we get the business community involved in funding training programs? Perhaps there could be mini-grants to local service centers for materials, for example, software/-technology aids up to $1,000 and paper print up to $500."

"There should be a task force to investigate exemplary programs with on-site observations, collecting detailed information on identification, alternative teaching methods and materials, educational accommodations, staff development, referral linkages, funding sources, public awareness, special differences, counseling."

Adding to the understanding of adults with special learning needs were two exciting artistic presentations: the Gallaudet Dancers at the banquet, and John Jackson, who played his guitar and sang folksongs at the closing session.

Dr. Emma K. Rhodes, Little Rock, Ark.

"We are still in the developmental stage in Arkansas, so I came here to find out what others are doing," stated Dr. Emma K. Rhodes, coordinator of Adult Education for the State Department of Education.

"We have no programs for adults with special needs, but we are getting applications for programs for the homeless. We plan to work with existing agencies--the Department of Human Resources, rescue missions, shelters for battered wives. We can provide teachers, assessment, and referral services, and if they don't have transportation to get to a program, we can send a teacher to them. We don't want to create a new system."

Where individuals do not need basic education, the state will use courses in vocational and technical schools, using these schools as collaborators since they already have teachers in place. At present, there are no programs to accommodate learning disabled individuals, although the state is considering setting them up.

Next Year's Conference Scheduled

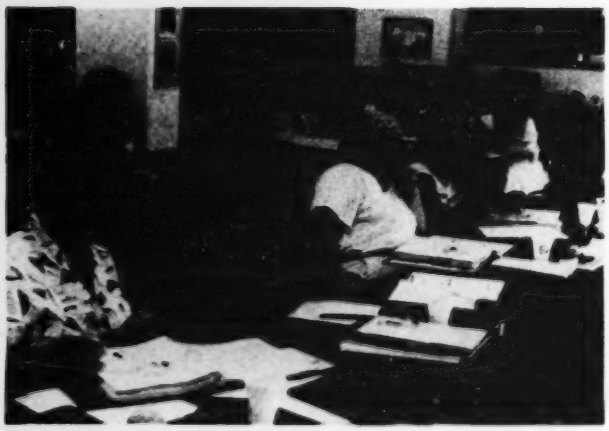
The second Conference on Lifelong Learning for Adults with Special Learning Needs will take place August 9-12, 1989 at the Sheraton Hotel in the City of Industry, (Los Angeles), Calif. James Lindberg and Sylvester Pues of California, participants in the 1988 conference, announced their plans for the program, to be hosted by the State Department of Education and State Department of Developmental Disabilities, in cooperation with the Gallaudet Regional Center at Ohlone College in Fremont, Calif.

They are planning a full schedule including site visits and emphasis on an even broader population with providers from different disciplines, with sessions on advocacy and how to become politically involved. Information will be available from Boris Bogatz, Ph.D., Director, Programs in Adult and Continuing Education, Gallaudet University, 800 Florida Ave., NE, Washington, DC 20002, (202) 651-5044.

Gallaudet Dancers perform at banquet

Concurrent Sessions Focus on Strategies and Techniques

Nearly 80 concurrent sessions held throughout the conference provided in-depth presentations on specific strategies and techniques that are being used around the country to improve education programs for adults with special learning needs. The sessions are listed with a brief abstract for each. Addresses of presenters will be found in the list of conference participants.



DECLARATION

Adopted by Acclamation at the First National Congress on Adults with Special Learning Needs

at Gallaudet University
Washington, D.C.
October 20, 1987

To enrich the humanity of us all, there should be more sharing of the unique perspectives, understandings, and values developed by many adults with special learning needs.

In our deliberations, we have included among such adults those individuals with physical, sensory, mental, emotional or learning disabilities. We recognize that more precise data is needed on their number and characteristics. We affirm unequivocally, however, that we know enough now to begin.

Therefore, this Congress adopts the following principles. Now, we must "will the means," as individuals and throughout educational, social, and governmental institutions. Each of us has a responsibility to rigorously re-examine our own thinking, feelings, priorities, and practices, to decide how we can work together to achieve these goals.

1. Adults with special learning needs have the right to develop their potential to the fullest—to become all they are capable of being.

2. Many adults with special learning needs have the capacity to learn and grow beyond the limits currently assumed by society and by most educators.

3. Lifelong learning for adults with special learning needs must be developed with their full participation, to ensure that it responds to their educational needs and goals, accommodates their styles, and enables them to become self-reliant and independent citizens.

4. Lifelong learning for adults with special learning needs must ensure basic literacy whenever possible. But it should go far beyond basic education and the development of vocational skills. It should include opportunities for the full range of personal and social development, aesthetic pleasures, and advanced academic and professional study where appropriate.

5. All organizations and agencies dedicated to the welfare and advancement of adults with special learning needs should cultivate the untapped potential of lifelong learning for their constituents.

6. All organizations and agencies and continuing education, human resource development in government, business and industry, and the professions, should greatly expand their work with adults with special learning needs.

7. The challenge of reaching adults with special learning needs must be addressed by researchers and practitioners in the field of adult learning and continuing education, in the relevant social, cognitive, and health sciences, and in the humanities. We need to know more in order to act more wisely, more resourcefully, and more effectively.

8. Expanded and improved opportunities for lifelong learning for adults with special learning needs should be fostered by public and institutional policies that ensure equal access, service, and employment.

9. Lifelong learning for adults with special learning needs must be sensitive to issues of gender and cultural, linguistic, and economic diversity.

10. Lifelong learning for adults with special learning needs should utilize, as appropriate, contemporary learning technology such as computer-assisted instruction, augmentative communications, and interactive video.

11. Providers should strive to integrate such learning opportunities with adult and continuing education that includes **all** adults.

The 1988 National Conference on Adults with Special Learning Needs

AGENDA

Monday, August 1

9:00 a.m. - 12:00 p.m.	**REGISTRATION**
1:00 p.m. - 2:30 p.m.	**OPENING PLENARY SESSION**
	Welcome: William R. Langner, Co-Chair
	Patriotic Opening and Presentation of Colors Armed Forces Color Guard, Military District of Washington
	Pledge of Allegiance
	God Bless America: Wayne Kemp
	Invocation: Rev. Cecil McFarland Goodwill Industries of America
	Greetings and Introductions: Dr. Boris E. Bogatz, Co-Chair
	Welcome: Dr. Merv Garretson Special Assistant to the President of Gallaudet University
	Welcome: Dr. Roslyn Rosen Dean of the College for Continuing Education
	Keynote Speaker: Dr. Bonnie Guiton Assistant Secretary, Office of Vocational and Adult Education United States Department of Education
2:30 p.m. - 3:15 p.m.	**BREAK**

Monday, August 1 (cont.)

3:30 p.m. - 5:00 p.m.

GENERAL SESSION

"Continuing the Dialogue: A Discussion of the Recommendations from the FIRST NATIONAL CONGRESS ON ADULTS WITH SPECIAL LEARNING NEEDS"

Panelists:

Who are adults with special learning needs?

Dr. Seymour Wolfbein
J. A. Boettner Professor of Economics
Temple University, Philadelphia, PA, and
Former Economic Advisor to the Secretary of Labor

How do adults with special learning needs learn as adults?

Dr. Orlando Taylor
Dean, School of Communications
Howard University, Washington, DC

What do adults with special learning needs want to learn? How do we develop effective programs for adults with special learning needs?

Dr. Marvin Hole
Professor, Human Resource Development
Alaska Pacific University , Anchorage, Alaska

Who cares about adults with special learning needs?

Dr. Mary Grefe
President, LEAD Associates, Inc. and
The American Association of University Women, Educational Foundation;
Former Chair, National Advisory Council on Adult Education

5:30 p.m. - 6:30 p.m.

RECEPTION IN THE ELY CENTER ATRIUM

7:00 p.m. - 9:30 p.m.

BANQUET - *La Fountaine Bleu Restaurant, Lanham MD*
Featuring the Gallaudet Dancers

Introduction of Speaker: Dr. Boris E. Bogatz

Speaker: Judith A. Koloski
Executive Director
American Association for Adult and Continuing Education
"Building the Future: Creating Lifelong Learning Opportunities"

Tuesday, August 2

6:45 a.m. - 7:45 a.m.

JOGGING AND AEROBICS

Take Your Choice! Jogging (including race walking and/or heavy hands) or early morning aerobics. This is your chance to work off those extra calories and to face the day with vigor and renewed energy.

Meet at the entrance of the Field House at 6:45 a.m.

9:00 a.m. - 10:30 a.m.

CONCURRENT SESSIONS

10:30 a.m. - 11:00 a.m.

COFFEE BREAK

11:00 a.m. - 12:30 p.m.

GENERAL SESSION

Federal, State And Local Collaborative Efforts: Building Effective Community Partnerships

Introductions and Panel Moderator: Hazel J. Showell
Director of Career and Adult Education
D.C. Public Schools

Featured Speaker: Alan A. Reich
President, National Organization on Disability

Panelists:

The Honorable William B. Robertson
Deputy Assistant Secretary of State and
Co-Chair Federal Inter-Agency Taskforce on Disabled Persons
Washington, DC

James Lindberg
Division of Adult Education
California State Department of Education
Sacramento, CA

Patricia Mulcrone
Associate Professor/Chair, Adult Educational Development
William Rainey Harper College, Palatine, IL

Tuesday, August 2 (cont.)

12:30 p.m. - 2:00 p.m. — **LUNCH**

2:15 p.m. -3:30 p.m. — **GENERAL SESSION**

"Building Effective Literacy Programs For Adults Who Have Different Learning Styles and Need Varied Instructional Approaches"

Introductions and Panel Moderator: Ronald S. Pugsley
Chief, Program Services Branch Division of Adult Education
United States Department of Education

Featured Speaker: Karl O. Haigler
Director, Division of Adult Education and Adult Literacy Initiative
United States Department of Education

Panelists:

Discussing Learning Styles and Instructional Approaches:

An Overview of Adult Learning Styles
Dr. Barbara Given
George Mason University, College of Education
Fairfax, VA

Learning Disabled Adults
Carolyn Buell Kidder
Learning Disabilities Specialist
Cambridge, MA

Deaf and Hearing Impaired Adults
Joan Ehrlich
Coordinator, Adult Basic Education
Gallaudet University, Washington, DC

Blind and Partially Sighted Adults
Stanley Hirschberg
Supervisor, Academic Training
New York Lighthouse for the Blind
New York, NY

Mentally Retarded Adults
Sylvester Pues
Director, Office for Adult Special Education
Camarillo State Hospital, Camarillo, CA

Mentally Ill Adults
Margie Best
Director, Education, Elgin Mental Health Facility
Department of Mental Health, Elgin, IL

3:30 p.m. - 4:00 p.m. — **BREAK**

4:00 p.m.- 5:30 p.m. — **CONCURRENT SESSIONS**

Evening on your own!

Wednesday, August 3

6:45 a.m. - 7:45 a.m.	**JOGGING AND AEROBICS**
9:00 a.m. - 10:30 a.m.	**GENERAL SESSION** **"Building Linkages: Associations Working Together to Serve Adults with Special Learning Needs"** **Introductions and Panel Moderator:** Betty Ward United States Department of Education **Featured Speaker:** Robert MacDicken Director, Human Resource Development American Society of Association Executives **Panelists:** Nancy Goudreau American Association of Adult and Continuing Education Washington, DC Dr. James Foran Vice President for Educational Affairs Association of Independent Colleges and Schools Washington, DC Faith Kirk, C.R.C. National Rehabilitation Association Alexandria, VA Justine Maloney Association for Children and Adults with Learning Disabilities Pittsburgh, PA
10:30 a.m. - 11:00 a.m.	**BREAK**
11:00 a.m.- 12:30 p.m.	**CONCURRENT SESSIONS**
12:30 p.m. - 2:00 p.m.	**LUNCH**

Wednesday, August 3 (cont.)

2:15 p.m. - 3:30 p.m.	**GENERAL SESSION**
	"Building a Legislative Agenda for Adults with Special Learning Needs: A Look at Current Legislative Trends, Issues And Concerns"
	Featured Speaker: To be announced
	Introductions and Panel Moderator: Michael A. Graham Deputy Director, Maryland Department of Human Resources
	Panelists:
	Barbara B. Kaplan, Ph.D. Subcommittee on Human Services House of Representatives
	Pat Laird Subcommittee on Select Education House of Representatives
	Alan Lovesee Associate Counsel House Committee on Education and Labor House of Representatives
	Andrea Solarz Subcommittee on the Handicapped United States Senate
3.30 p.m. - 4:00 p.m.	**BREAK**
4:00 p.m. - 5:30 p.m.	**CONCURRENT SESSIONS**
	Evening on your own!

The 1988 National Conference on Adults with Special Learning Needs

Thursday, August 4

6:45 a.m. - 7:45 a.m.	**JOGGING AND AEROBICS**
8:30 a.m. - 10:00 a.m.	**CONCURRENT SESSIONS**
10:00 a.m. - 11:00 a.m.	**CONTINENTAL COFFEE** *Hosted by Apple Computer Special Education and Adult Education and Literacy Divisions* *Ms. Jane Lee and Dr. James Kelly, consultants from Apple Computer, will be present to interact with you and answer any questions that you may have.*
11:00 a.m. - 12:30 p.m.	**CLOSING SESSION** **Introduction of Closing Speaker:** Alexander Hyman Administrator, DC Public Schools **Closing Speaker:** Dr. Leslie Lenkowsky Member, National Council on the Handicapped Washington, DC **SONGFEST** John Jackson Traditional Blues and Folk Singer 1987 Recipient of the National Heritage Fellowship Award National Endowment for the Arts
12:30 p.m.	**Closing Remarks:** Bill Langner and Boris Bogatz Co-chairs **ADJOURNMENT**

CONCURRENT SESSIONS

Tuesday, August 2, 9:00 a.m. - 10:30 a.m.

Title: CAMPUS TOUR

Room # EMG - Visitor Information Center

Title: PROGRAMMING FOR DIVERSE SPECIAL LEARNING NEEDS WITHIN MENTAL HEALTH/FORENSIC FACILITIES

Room # HMB 203

Presenter: Margie Best, Director of Adult Education-Education, Special Education, and Vocational/Technical Education, Elgin Mental Health Facility Department of Mental Health/DD, Elgin, IL

This presentation will focus on the opportunities available for adults with special learning needs housed within a JCAH accredited state mental health facility serving acute and extended care community placements as well as a court ordered forensic population.

Title: ACTIVE PARTNERSHIPS FOR REHABILITATIVE VOCATIONAL TRAINING AND COMPETITIVE PLACEMENT

Room # MLC - LW11

Presenter: William Martin , Director, Career Development Programs, Iowa Valley Community College District, IA

The Career Development Center of Iowa Valley Community College District is a dually-based rehabilitative transitional program built upon the combined strengths of the community and the college. Significant and active partnerships can be developed into an effective mainstream network of resources to prepare students with handicaps to enter the world of competitive employment.

Title: TRAINING TRANSIENT POPULATIONS: MODELS FOR THE HOMELESS

Room # MLC LN11

Presenter: Linda Johnson, Coordinator, Project ENABLE, LaGuardia Community College, Long Island City, NY

The purpose of this workshop is to share with participants the challenges and questions presented in the effort to provide job skills training and academic remediation to people living in temporary shelters. The basic issues to be addressed will include: Why is it so difficult to train this population? How does the social welfare system serve as a help and as an impediment? How can structures be successfully implemented to meet the need?

Title: TRANSITIONAL SERVICES FOR ADULTS WITH SPECIAL LEARNING NEEDS USING A COMMUNITY COLLEGE CONTINUING EDUCATION DEPARTMENT

Room# HMB 374

Presenters: Dolores Perin, Ph.D. Project Director CASE Institute for Research and Development in Occupational Education, City University of New York Graduate School; Bert Flugman, Ph.D., Principal Investigator, CASE; Fern Khan, M.S.W., Associate Dean, Division of Continuing Education, LaGuardia Community College; Paul Menkis, Coordinator, Program for Deaf Adults, LaGuardia Community College, New York, NY

We will report on two programs that are helping learning disabled and deaf young adults make the transition to work. Both programs are housed in the Continuing Education Division of LaGuardia Community College of the City University of New York. One program is an interagency collaboration with Federation Employment and Guidance Services, a not-for-profit trade school. We contend that the community college is a viable site for the provision of services to adults with special learning needs who have not attained a high school diploma.

Title: EDUCATIONAL STRATEGIES FOR WORKING WITH VISUALLY IMPAIRED ADULTS

Room# HMB 279

Presenters: Lynn Luxton, Certified Rehabilitation Teacher/National Consultant in Rehabilitation Teaching, American Foundation for the Blind; Leslye Piqueras, National Consultant in Low Vision, New York, NY

This workshop will provide the adult educator with an introduction to the knowledge and skills necessary for successfully integrating blind and visually impaired adults into community adult education classes. Presentation of these materials, resources and teaching strategies will enable the adult educator to develop a positive social learning climate for the visually impaired adult.

CONCURRENT SESSIONS

Tuesday, August 2, 9:00 a.m. - 10:30 a.m.

Title: PERCEPTION OF A PARENT-ACTIVIST

Room# HMB 251

Presenter: Evelyn Audet, Winslow, ME

Share the experiences of a parent advocate in working with an essentially unresponsive system. This presentation chronicles the successes and failures as well as some of the frustrations of obtaining services for a disabled individual. This is a wonderful opportunity to learn from and interact with an individual who has been through the mill and developed fear, anxiety, stress, frustration, anger and a lack of trust for professionals, but has continued to work with the system and made a difference.

Title: PLEASE DON'T OFFER ME A PROMOTION

Room# Ole Jim - 1st Floor

Presenters: Zoe Dalheim, Coordinator; Martha Mauke, Teacher/Researcher, Learning Connection, Project Read, Pittsfield, MA

This presentation will highlight the dilemma of the underemployed or unemployed learning disabled adult who is purposely hiding in his job. He fears promotion as much as he fears failure. Several manifestations of this dilemma will be presented through case studies, using tapes and inviting audience participation.

Title: A LOOK TOWARD THE FUTURE: TRENDS IN TECHNOLOGY FOR DEAF/HH PEOPLE

Room# HMB 352

Presenter: Judy Harkins, Ph.D., Director, Technology Assessment Program, Gallaudet Research Institute, Washington, DC

Deaf and severely hard of hearing people have benefited from technology in education, workplace and daily life. This presentation will describe the deaf/hard of hearing consumers' dreams for future technology that will meet their needs. An overview of promising technologies and current research will be presented.

Title: STAYING TUNED IN: ASSISTIVE TECHNIQUES FOR HEARING IMPAIRED PEOPLE

Room# MTB - Assistive Devices Center

Presenter: Cynthia Compton, M.S. CCC/A, Audiologist/Coordinator, Gallaudet Assistive Devices Center, Washington, DC

This presentation takes place in the Gallaudet Assistive Devices Center and will provide an overview of the various special products designed to provide communication access to hearing impaired people at home, at school, at play and in the workplace. Technologies featured will include 1) assistive listening devices, 2) telephone devices, 3) the closed captioned television decoder, and 4) alerting and signalling systems. Participants will have the opportunity to "try out" the various systems and to ask questions regarding the needs of their own clients, students or family members.

Title: MINNESOTA'S ANSWER: LIFELONG LEARNING FOR ADULTS WITH DISABILITIES

Room # Ole Jim 2nd Floor

Presenters: Pat Svendsen, Coordinator, Harmony Community Education Center, Maplewood; Betty Held, Opening Doors, Buffalo; Mary Bauer, North Community School, St. Cloud; Vaughn Krake, Minnetonka; Catherine Childs, Project Power, Anoka-Hennepin Schools; Debbie Clark, Project Enhance, Minneapolis; Judy Preisinger, Forest Lake School District, Mary Ellen Weber, MN

Participants will gain an understanding of strategies of community based opportunities that promote successful lifelong learning for adults with disabilities. This multi-faceted presentation will include panel discussion featuring project directors from Minnesota programs for adults with a variety of disabilities, slides, displays, video tape, audience interaction and awareness exercises. Handouts from individual Minnesota programs will be available.

CONCURRENT SESSIONS

Tuesday, August 2, 9:00 a.m. - 10:30 a.m.

Title: SUCCESSFUL PROGRAMS AND PRACTICES SERVING NATIVE AMERICAN ADULTS

Room# HMB 255

Presenters: Annette Purpura, Director; Nancy Allison, Federal Program Manager, Coyote Canyon Rehabilitation and Training Center; Peggy Nagel, Director, Education and Vocational Rehabilitation, Chippewa/Cree Tribe , Box Elder, MT; Jamie Satcher, Director of Vocational Rehabilitation , Mississippi Band of Choctaw Indians, Philadelphia, MS; Marshall Plummer, Director, Vocational Rehabilitation, Mississippi Board of Choctaw Indians, Philadelphia, MS; Kee Y. Gee, Chairman, Board of Directors, Tohatchi Special Education

A multi-media program demonstrating how model special education/vocational rehabilitation programs are effectively serving Native American adults with special learning needs. These programs and practices have been successfully developed in isolated areas with very limited resources.

Title: PARTNERS IN LITERACY FOR WORKERS WITH DISABILITIES

Room # EC - MPR

Presenters: Jonathan McKallip, Vice President, Field Services, Literacy Volunteers of America, Syracuse, NY; Claudia Horn, Assistant Director, Rehabilitative Services, Goodwill Industries of America, Bethesda, MD

Because increased literacy services are being provided to workers with disabilities in sheltered workshops, those workers are increasing their personal and economic development potential. Find out how the LVA/Goodwill Industries partnership fosters this potential.

Title: DISABLED ADULTS-MAKING THE EMPLOYMENT CONNECTION: A CANADIAN MODEL

Room# HMB 282

Presenter: Dr. David Leitch, Director of the Atlanta Center of Research Access and Support for Disabled Persons, St. Mary's University, Halifax, Nova Scotia, Canada

Disabled Canadians continue to experience significant unemployment and underemployment. In March of this year, the federal government of Canada provided funding to the Atlanta Center of Research at St. Marys University for the purpose of developing and testing a consortium model to improve the participation of competent educated disabled adults in the Canadian labor force. This paper and presentation provide an opportunity to explain the model and invite the audience to have input.

Title: ADULTS WITH LEARNING DISABILITIES LEARN DIFFERENTLY

Room# HMB 257

Presenter: Richard M. Thaler, Learning Disability Specialist, Human Resources Center, Long Island, NY

Many characteristics of children with learning disabilities seem to persist into adulthood. What implications do these characteristics have for programming and service delivery to adults with LD? Presentation includes new strategies, methods and techniques for teaching reading to adults.

Title: EMPOWERING THE ADULT LEARNER WHO HAS MENTAL RETARDATION: A COMPENSATORY EDUCATION GLOBAL CHALLENGE

Room # HMB 315

Presenter: Rita Jo Wooten, Compensatory Education Recruiter/Coordinator, Lenoir Community College, Kinston, NC

In October, 1983, the North Carolina State Board of Community Colleges approved Compensatory Education as a program offering postsecondary education to adults with mental retardation. Compensatory Education was created to empower these special adults by developing abilities and skills necessary to successfully participate in society. This presentation will enable participants to gain knowledge necessary to implement a comparable program in their localities.

Title: AN ORIENTATION TO DEAFNESS: DISPELLING THE MYTHS

Room# HMB 175

Presenter: Sue Newburger, Program Development Specialist, National Academy, Gallaudet University, Washington, DC

In this dynamic overview of deafness, you will discover what you've always wanted to know, but were afraid to ask. First, there will be a brief focus on the facts, such as definitions and statistics. Next, communication needs, strategies and options will be highlighted. Several participatory activities are planned and questions from the audience will be encouraged.

CONCURRENT SESSIONS

Tuesday, August 2, 4:00 p.m. - 5:30 p.m.

Title: CAMPUS TOUR

Room # EMG - Visitor Information Center

Title: DEMOGRAPHICS OF THE HEARING IMPAIRED POPULATION: WHAT DO THE NUMBERS FORECAST?

Room # HMB 315

Presenter: Brenda Rawlings; David Hotchkiss, Center for Assessment And Demographic Studies, Gallaudet Research Institute, Washington, DC

This session will highlight the current demographic information of the hearing impaired population. The presenters will focus both on the school age population and the elderly, two segments of the population with special, but different needs. Participants will receive data and references which can assist them in using data for long range program planning and preparation of grants and proposals.

Title: SPECIAL ADULT EDUCATION: THE GALLAUDET MODEL

Room # HMB 374

Presenter: Roz Rosen, Ed.D., Dean, College for Continuing Education, Gallaudet University, Washington, DC

This presentation will include a discussion of the Gallaudet University mission of providing exemplary educational opportunities to deaf and hard of hearing people, nationally and internationally. A primary focus will be the importance of adult, continuing and professional education in enhancing the quality of life for and empowerment of special people. The overview of the College for Continuing Education will include various programs in adult and continuing education, different constituencies (deaf and non-deaf) needing continuing education, and strategies in networking and service delivery systems. A question and answer period will be part of the session.

Title: COMMON DENOMINATORS OF ADMINISTRATION AND INSTRUCTION IN PROGRAMS FOR THE LEARNING DISADVANTAGED ADULT

Room# HMB 352

Presenter: Cynthia W. White, Instructor, ABE/GED, Wayne-Finger Lakes BOCES, Stanley, NY

Education of rural learning disadvantaged adults in basic or life skills, developmental studies, remediation or vocational course preparation, successfully combines individual work, learning styles and group context despite the setting. Administration facilitation, program flexibility, on-going diagnostic-prescriptive teaching and student accountability are crucial components. Teacher assistant networking and appropriate advocacy, agency and literacy interaction further facilitiate this approach.

Title: STRESS MANAGEMENT FOR ADULT EDUCATORS

Room# HMB 203

Presenter: Clementine M. Fasbender, Director of Training, Lincoln Medical and Mental Health Center, Jackson Heights, NY

In this session, you will identify some of your own stressors, symptoms and successful strategies. We all have stresses. As adult educators, we share many of the things that cause stress. However, without stress, we might not accomplish any of our goals. If we pause every once in a while to evaluate the kinds of stress we experience and the results, we may prepare ourselves better for reducing the harmful effects of stress. You will be able to apply the stress-reducing techniques of this program to your own individual situation.

Title: MARYLAND'S NATIONALLY RECOGNIZED WELFARE-TO-WORK PROGRAM

Room# HMB 257

Presenter: Michael A. Graham, Deputy Director, Department of Human Resources, State of Maryland, Baltimore, MD

Education is crucial to welfare reform. States have discovered that over half of welfare-to-work participants need remedial education. States have not, however, adequately accounted for the significant effect of learning disabilities as the cause of many remediation needs. Maryland's nationally recognized program estimates that upwards of 30% of its clients who need remedial education have learning disabilities and/or learning problems. This presentation will discuss these and other related issues and focus on a proposed plan of action including federal legislation.

CONCURRENT SESSIONS

Tuesday, August 2, 4:00 p.m. - 5:30 p.m.

Title: TRAINING TEACHERS FOR HELPING LEARNING DISABLED ADULTS

Room # Ole Jim - 1st Floor

Panel: Claire Miles, ABE Coordinator, Rochester City Schools; Mary Palamar, Assistant Professor, Special Education, Nazareth College; Kathleen Reeves, Coordinator, Funded Programs; Gretchen Starks, ABE Coordinator, Community College of Finger Lakes, Canandaigua, NY

This presentation will explain the development, goals and purpose of a master teacher training program that has trained over 300 teachers throughout New York State. Attention will be given to how this successful program could be replicated in other states. Participants will receive many handouts and will have opportunities for discussion, questions and answers and interaction with the panel presenters.

Title: OPEN FORUM ON RESEARCH

Room# HMB 383

Presenters: Dr. Barbara Givens, George Mason University; Dr. George Liacopoulos, St. John's Child Development Center; Dr. Jerome Lord, Office of Educational Research and Improvement, United States Office of Education; Dr. Jovita Ross, Pennsylvania State University

As symposium participants, you are invited to visit with forum panelists and tell them what, for you, are the important special adult learning issues and questions that need answers. This is an excellent opportunity to share your experience and help formulate a research agenda.

Title: INTERAGENCY COOPERATION FOR EFFECTIVE SCHOOL-TO-WORK TRANSITION

Room# MLC - LN11

Presenters: Margaretha V. Izzo , Project Director; Katherine E. Shumate, Assistant Project Director, National Center for Research in Vocational Education, Columbus, OH

This presentation will focus on a school-to-work transition that has 1) established interagency cooperation, 2) developed an ITP to coordinate services, 3) provided inservice training and 4) involved employers. A videotape describing key elements of transition will be shown.

Title: LISTENING TO THE LEARNERS: LEARNING STRATEGIES USED BY ADULTS WITH SPECIFIC LEARNING DISABILITIES

Room# HMB 205

Presenter: Dr. Jovita M. Ross , Assistant Professor of Adult Education, Penn State University, PA

Relatively little research has sought to determine the perspectives of adults with specific learning disabilities. This presentation will be a report of a study for which reading disabled LD adults were interviewed regarding their own perceptions of the learning and compensatory strategies they utilize when they encounter reading and writing tasks associated with everyday living. Recommendations will be made for assisting the development of learning strategies.

Title: EFFECTIVE SERVICE DELIVERY PROGRAMMING FOR OLDER VISUALLY IMPAIRED ADULTS: A NUTS AND BOLTS APPROACH

Room# MLC - LW11

Presenter: Priscilla A. Rogers, Administrator, Division of Blind Services, Florida Department of Education, Tallahassee, FL

The presenter will discuss a variety of approaches to educational service delivery for older visually impaired adults with concrete examples of such educational programming in a number of different settings.

Title: A MODEL PROGRAM FOR TRANSITION OF HEARING-IMPAIRED/DEAF YOUTH

Room# HMB 282

Presenters: Sharin Manion, Project Coordinator for the Transition Program; Norman Gray, Project Director, Community Outreach Program for the Deaf, Tuscon, AZ

This workshop will present a model demonstration program for providing transition from school to community life for hearing-impaired/deaf youth. The model uses a comprehensive community based approach involving state, local and federal resources. Beyond the traditional assessments, this program uses an ecological approach to assessment of functional skills for a richer understanding of the client's skills and world. Client programming stresses the non-vocational as well as vocational aspects.

CONCURRENT SESSIONS

Tuesday, August 2, 4:00 p.m. - 5:30 p.m.

Title: DEAF HUMAN SERVICE WORKER TRAINING PROGRAM: AN ALTERNATIVE POST-SECONDARY EDUCATION SYSTEM FOR DEAF UNDER-EMPLOYED/UNEMPLOYED ADULTS

Room# HMB 255

Presenter: Leonard Arthur Mitchell, Manager/Trainer, Service Worker Training Program, Children's Home of Winnipeg, Winnipeg, Manitoba, Canada

This demonstration project offers a unique on-the-job training program that improves the job opportunities and enhances the image and potential of the deaf community by providing role models. This program serves as a demonstration project offering a unique and practical approach to job training.

Title: LEARN MORE, BE MORE--OPTIONS FOR ADULTS WHO ARE DISABLED

Room # HMB 279

Presenters: Phyllis Klugerman, Ed.D., Director; Bernadette Toye, ACSW Project Leader, East Brunswick Adult Mentally Handicapped Program, NJ

Share in the experiences of a New Jersey program which has been operated successfully for the past ten years for mentally and developmentally disabled adults. This presentation will focus on a broad sequence of curriculum possibilities, staffing considerations and funding options. The impact of continued learning on the participants' self esteem will also be addressed.

Title: LEISURE LIFESTYLES FOR ADULTS WITH SPECIAL LEARNING NEEDS

Room# HMB 175

Presenter: Jimmy Calloway, Ph.D., Associate Professor, Physical Education and Recreation, Gallaudet University, Washington, DC

Therapeutic recreation, as a service, is designed to provide recreation and similar activities to meet the needs of individuals with illnesses or disabilities, either long or short term. Therapeutic recreation is considered a rehabilitative process to develop mental, social, and psychological adjustment while creating methods for constructive use of leisure time. With the concept of normalization and deinstitutionalization, more therapeutic recreation programs are being offered in community settings such as group homes, sheltered workshops, and community centers to address the needs of individuals with learning disabilities.

Title: POOR READERS-WHAT DO THEY REALLY SEE ON A PAGE?

Room# Ole Jim - 2nd Floor

Presenter: Laurel Adler, Superintendent, East San Gabriel Valley Occupational Program, West Covina, CA

All teachers have been frustrated by the intelligent student who can't seem to achieve in school. Education research has revealed that a substantial number of students have been held back in their learning potential because of an apparent inability of the eyes to accept the full spectrum of light. These students frequently are labeled as having dyslexia. This presentation will focus on the awareness of this light sensitivity related dyslexia and the educational research that demonstrated viable effective solutions. This procedure was recently featured on "60 Minutes."

CONCURRENT SESSIONS

Wednesday, August 3, 11:00 a.m. - 12:30 p.m.

Title: CAMPUS TOUR

Room # EMG - Visitor Information Center

Title: VISUAL NEEDS OF ADULTS WITH SPECIAL LEARNING NEEDS

Room# HMB 257

Presenter: Dr. Jeffrey Kraskin, American Optometric Association, Washington, DC

"Visual needs" of adult learners are rarely viewed as more than healthy eyes and the ability to see clearly. This lecture and group discussion will explore areas of visual care that go beyond the ability to just see clearly, but to the limits of visual thinking and a clearer understanding of what we see.

Title: GENERAL ELEMENTARY INVENTORY OF LANGUAGE SKILLS: A NEW TEST TO DIAGNOSE EXPRESSIVE AND RECEPTIVE (DYSLEXIA) DEFICITS OF LANGUAGE

Room# HMB 251

Presenter: Ruth Geinman, Director, Alternative for Education

The author of this new test for diagnosing major symptoms of dyslexia will present the development and use of the General Elementary Inventory of Language Skills. The author has used the test in private practice with adults and children. Diagnostic evaluations will be demonstrated.

Title: EFFECTIVE EDUCATIONAL EXPERIENCES MEAN EFFECTIVE ADULTS

Room# HMB 352

Presenters: Jeanne Glidden Marquis, Ed.D., Education Resource Coordinator, The National Information Center on Deaf /Blindness, Gallaudet University, Washington, DC

Effective educational experiences promote effective lifelong learning skills in deaf/blind adults. The National Information Center on Deaf Blindness provides information concerning effective educational approaches for deaf-blind children and youth which will assist these individuals in maximally achieving their potential for satisfactory lifelong learning and adult life participation.

Title: THE LANDMARK SCHOOL ADULT LEARNING DISABILITIES PROGRAM

Room# HMB 315

Presenters: Dr. Charles Drake, Former Headmaster; Mark Patwell, M.A., Program Director, Landmark School, Prides Crossing, MA

The Landmark School Adult Learning Disabilities Program offers a combination of one-to-one tutorials, small group classes and pragmatics training for social disabilitites. Students' needs range from literacy skill training to college preparation and career advancement. Program details and experiences will be presented and shared with the audience. Interaction with the audience is encouraged.

Title: PEER TRAINING

Room # HMB 255

Presenters: Barbara J. Lindsay, Program Consultant; Barbara Hayes, Peer Training Coordinator, Blackstone Valley Center, RIARC, Pawtucket, RI

The Peer Training Program involves developing and building helping relationships between adults with disabilities to increase educational opportunities in the attainment of basic academic and daily living skills.

Title: REALISTIC ACADEMIC AND/OR VOCATIONAL GOALS AND PLANS FOR ADULTS WITH SPECIAL LEARNING NEEDS: HOW TO EVALUATE A VISUALLY IMPAIRED ADULT

Room# HMB 374

Presenter: Stanley Hirschberg, Supervisor Academic Training, The Lighthouse, New York, NY

The development of realistic academic and/or vocational goals and plans for adults with special learning needs requires a valid and reliable evaluation of a person's ability. Over the last ten years, achievement tests have been adapted and/or developed at the New York Lighthouse that meet this criteria. This three part workshop will include the presentation of these materials. Copies of materials will be available for review and discussion.

CONCURRENT SESSIONS

Wednesday, August 3, 11:00 a.m. - 12:30 p.m.

Title: HANDICAPPED MEANS ABLED, NOT DISABLED: A FOUR-STEP WORK STUDY MODEL

Room # Ole Jim - 2nd Floor

Presenters: Mary Evans, Work Study Instructor, Wayne-Finger Lakes BOCES; Mary D. Sanford, Research Associate, The Kellogg Project, Syracuse University, NY

The Vocational Training Program for the Handicapped offers a viable alternative to sheltered workshop employment for disabled youth, while maximizing the benefits to the community. Utilizing community institutions to train young adult students, the program strives to develop each student's employment potential via employee perceptors and extensive hands-on training.

Title: CORRECTIONAL SPECIAL EDUCATION: A GEORGIA MODEL

Room # Ole Jim - 1st Floor

Presenter: Dewey W. Dempsey, Education Specialist, Georgia Dept. of Corrections, Atlanta, GA

The Georgia Department of Corrections adult special education program will be previewed and serve as a model for the audience to design a program to address the needs of specific target groups.

Title: HIGHER EDUCATION AND SPECIAL OLYMPICS: A PREVIEW OF COOPERATIVE PARTNERSHIPS

Room# HMB 279

Presenters: Carol Caparosa, Assistant Director, U.S. Chapters, Special Olympics International, Washington DC; Mary Sciulli, Director SPOC, Community College of Allegheny County, Pittsburgh, PA

A discussion, followed by a question and answer session and a brief video will introduce and explore the facts behind the Special Olympics, a year round sports training and athletic competition program for individuals with mental retardation. Some successful relationships between Special Olympics and colleges will also be discussed. The workshop will be led by people from Special Olympics and college communities.

Title: LIFELONG LEARNING THROUGH A LIFE SKILLS MODEL

Room# EC - MPR

Presenters: Kay Haralson, Chief, Educational Services, Porterville State Hospital and Development Center; Sylvester Pues, Consultant, Department of Developmental Services, Camarillo State Hospital and Development Center, Camarillo, CA

This session will provide a description of a comprehensive Life Skills training model which focuses on providing targeted training to facilitate acquisition of the competencies and skills needed by individuals to function as independently and competently as possible in his/her environment.

Title: PENN STATE ADULT LITERACY COURSEWARE

Room # HMB 282

Presenter: Eunice N. Askov, Ph.D., Professor of Education and Project Director; Barbara Van Horn, Research Associate, Institute for the Study of Adult Literacy, Pennsylvania State University, PA.

This computer assisted courseware uses a "whole word" approach with some word building activities in teaching 1,000 high frequency and functional words. The goal is expanded word recognition for adult beginning readers. The courseware is interactive, branching and responding to the user's answers and needs.

Title: ISSUES IN EDUCATIONAL SERVICE DELIVERY TO ADULTS WITH LEARNING DISABILITIES

Room # HMB 205

Presenter: Janet Macomber, Ph.D., Human Resources Development Consultant , MACRAFT, Urbana, IL

Policy makers, practitioners and researchers in adult education need awareness and interaction with each other on issues pertaining to LD adults. Quality of services depends on knowledge of LD identification criteria, diagnostic test interpretation, range of LD services, attitude and training of adult education practitioners in LD, public policy and interfacing current research with service delivery.

CONCURRENT SESSIONS

Wednesday, August 3, 11:00 a.m. - 12:30 p.m.

Title: IDENTIFYING AND SERVING INMATES WITH SPECIAL LEARNING NEEDS

Room # MLC - LW11

Presenters: Dr. Stephen J. Steurer, Academic Coordinator, Maryland State Dept of Education; Dr. H. David Jenkins, Educational Liaison, Maryland Division of Corrections , Baltimore, MD

The Maryland State Department of Education and the Division of Corrections have joint responsibility to provide an appropriate education for all students who need state and federal guidelines for program participation. A screening and placement process has been put in place along with appropriate instructional strategies for students meeting the requirements of state and federal law. The workshop will illustrate how the screening and instructional processes work.

Title: A TRAINING MODEL FOR ADULT VOCATIONAL TRANSITION: A TWO YEAR STUDY

Room # HMB 175

Presenters: Dr. Karen Harrell, Assistant Professor, Home Economics Education; Lewis Allen, Instructor, Division of Vocational Education, University of Georgia, Athens, GA

Disabled adults are not making a smooth transition from training to work. The University of Georgia has been awarded a three year federal grant to train teachers in vocational programs to work with disabled individuals. In this session training techniques, curriculum and research findings will be shared.

Title: FINDING FRIENDS AND PERSUADING PEOPLE: TEACHING THE HIDDEN RULES TO ADULTS WITH SPECIAL LEARNING NEEDS

Room # HMB 383

Presenter: Dale Brown, Program Manager, President's Committee on Employment of the Handicapped, Washington, DC

Communication skills are essential if your student is to effectively use academic learning. Learn particular techniques to help your student become a more effective communicator. This presentation will also help the teacher resolve difficult interpersonal classroom situations.

Title: WITH THE HIGHEST EXPECTATIONS

Room# MLC-LN 11

Presenter: Harradee Hess, Oregon Commission for the Blind, Portland, OR

This videotape follows a young woman, Kim, who is deaf, blind, and developmentally disabled, through her daily activities. These include going to work, attending classes at a community college, doing volunteer work and more. Kim's involvement in these activities is the result of interagency coordination.

Title: THE HOMELESS: HOW CAN WE MEET THEIR NEEDS

Room# EMG Orientation

Presenter: Judith L. Cope, Ph.D., Associate Professor and Coordinator of Adult Education, California State University at Los Angeles, CA

Three recent studies were used for this presentation. The University of California at L. A. (UCLA) in 1985, described the demographics and characteristics of the homeless in L. A. County. The Center on Budget and Policy Priorities in Washington, D.C. in 1985, dealt with the effects of the 1980 budget cuts on the poor in America. Attend this session to scrutinize the current cuts in funds as a "window of opportunity" to explore some theoretical models for erradicating the homeless that include comprehensive elements for transition to the self-sufficient world.

CONCURRENT SESSIONS

Wednesday, August 3, 4:00 p.m. - 5:30 p.m.

Title: CAMPUS TOUR

Room # EMG - Visitor Information Center

Title: DESIGNING COURSES FOR ADULTS WITH SPECIAL LEARNING NEEDS: A CHALLENGE FOR COMMUNITY COLLEGES

Room# EC - MPR

Presenter: Dr. Donald G. Koones, Director, Continuing Education, Harrisburg Area Community College, Harrisburg, PA

Attention has been focused nationwide regarding the needs of adults with disabilities and their lack of involvement in Adult Education programs. This study was conducted to determine the lifelong educational needs of hearing impaired individuals in three Pennsylvania counties. The results are impressive and attention is given to generalizing needs to all categories of special needs adults. This is a particularly important presentation to anyone interested and/or responsible for community college programs.

Title: THE LEARNING DISABLED ADULT IN COLLEGE

Room# HMB 374

Presenter: Dr. Karel Cooperman, Director/Founder The Teaching Team Tutorial Program, Bethesda, MD

Adult students with learning disabilities have special problems and special needs. It is important for the college to be able to identify the learning problems of their college age population and to be able to remediate these problems, without sacrificing the integrity of the school. The instructor must aid special needs students in first identifying their problems, secondly in adjusting the curriculum and third, in recommending individualized help in order to remediate those deficiencies. This program address all of these concerns.

Title: THE FINAL STEP IN THE TRANSITION

Room# Ole Jim - 2nd Floor

Presenters: Dorothy Crawford; Robert Crawford, Life Development Institution, Phoenix , AZ

The participants will receive strategies on providing a continuum of services after training and job placement. The services are designed to intervene in life and job crisis situations; activities to assist clients in understanding the different types of relationships: love vs. lust, friendships; how to self-initiate leisure, social, recreational activities; and dealing with employers and co-workers.

Title: ASSESSMENT WITH A LIFE SKILLS FOCUS

Room# HMB 352

Presenters: Kay Haralson, Chief, Educational Services, Porterville State Hospital and Development Center; Sylvester Pues, Consultant, Department of Developmental Services, Camarillo State Hospital and Development Center, Camarillo, CA

This session describes the assessment component of California's Life Skills Training Model for Adults With Developmental Disabilitites. The process for moving from assessment to program planning and implementation will be addressed with a focus toward the special needs of adults with developmental disabilities.

Title: DETERMINING VALUES AND STRATEGIES OF K.A.T.S. FOR SPECIAL JOB SEEKERS

Room # HMB 383

Presenter: Rodney T. Houchins, SPHR, Human Resources Manager, Ball Corporation-Packaging Division, Findlay, OH

This program presents a variety of concrete aspects of human factors we often take for granted. Offered are tips on assisting job seekers and identifying one's real wealth. Here is a motivational program that will inspire each of us to do more for those less fortunate than ourselves. Strategies for business, industry and education are offered to help us work together for our nation's future.

Title: NEUROLINGUISTIC PROGRAMMING: POWERFUL TEACHING AND LEARNING TECHNIQUES

Room# HMB 279

Presenter: Ruth Lieberman , Curriculum Resource Teacher for Adult Handicapped , Orange County Public Schools, Orlando, FL

Neurolinguistic Programming is a new technology that enables one to produce rapid learning and behavior changes in oneself and others. Participants will learn unique NLP techniques to help students improve their reading skills and other basic skills.

CONCURRENT SESSIONS

Wednesday, August 3, 4:00 p.m. - 5:30 p.m.

Title: FEASIBILITY OF CREATING A NATIONAL DEVELOPMENTAL BANK FOR ADULTS WITH SPECIAL LEARNING NEEDS

Room# HMB 257

Presenter: Paul E. Roberts, Ph.D., Economist, Gaithersburg, MD

The concept of a development bank, as contrasted with a commercial financial institution, is to make loans to individuals (institutions) which would not be undertaken by normal financial institutions due to: a lack of equity, lack of an obvious and timely repayment criteria, high risk, etc. The national development bank would be organized as a private, non-profit financial institution chartered by the Congress. Its primary function would be to make short-term loans to individuals preparing to enter adult learning or literacy centers. These students may need to have special adaptive equipment. Such equipment may include personal computers with specially designed functions, word processing equipment, large print capability, or such non-capital items as interpreters for the deaf or readers for the blind. The national development bank could make such loans without regard to normal commercial criteria, where repayment is geared to the individual or by a support program at the local or federal level. The end result could be a significant gain in long term employment.

Title: MEETING SPECIAL LEARNING NEEDS OF ADULTS IN ABE PROGRAMS

Room# HMB 203

Presenters: Mary Ann Corley, Supervisor of Adult Education, Baltimore County Public Schools, MD; Dr. Carl Medlin, Adult Education Director, Richland School District One, Columbia, SC; Jerry Rindone, Director of Adult Education, Sweetwater Union High School District, Chula Vista, CA; Dr. Carroll F. Towey, Senior Program Advisor, United States Department of Education, Washington, DC

Panelists will address issues and concerns in organizing classes for adults with special needs, methods for attaining community linkages, and developing curricula for maximizing each student's capabilities in adult education. Panelists are finalists for the Secretary's Awards for Outstanding Adult Education Programs.

Title: HABILITATION UNIT FOR DEVELOPMENTALLY DISABLED ADULT OFFENDERS

Room# HMB 315

Presenter: Mitch Townley , Supervising Special Education Teacher, Habilitation Unit, Stevenson Correctional Institution , Columbia, SC

A detailed overview of this South Carolina Department of Corrections program will be provided. This unit is considered a model program in the area of correctional special education. Information will be provided about the location and set up of the unit, statistics about the types of inmates served, descriptions of the program components and a summary of future needs and directions.

Title: TEACHING LITERACY SKILLS TO LEARNING DISABLED ADULTS

Room# FLD 114

Presenter: Dr. Richard Cooper, Director of Educational/Vocational Services, Center for Alternative Teaching, Bryn Mawr, PA

This workshop will define the different types of learning styles, problems and disabilities and demonstrate innovative teaching techniques developed at the Center for Alternative Learning. These techniques are used to both teach reading and build self confidence.

Title: UNIQUE AND EASILY OVERCOME LEARNING PREDICAMENTS AMONG BLACK AMERICANS

Room# HMB 175

Presenter: Emille Smith, National Coordinator; Assault on Illiteracy Program, New York, NY

This presentation focuses on "root causes" of illiteracy among Black Americans. This vastly different predicament, along with proven-to-be-successful race-related approaches, which benefit every American, will be discussed. Audience participation is encouraged.

CONCURRENT SESSIONS

Wednesday, August 3, 4:00 p.m. - 5:30 p.m.

Title: TRANSITIONING INCARCERATED ADULTS WITH SPECIAL NEEDS

Room# MLC - LN11

Presenters: Nell Eano Miller, Correctional/Special Education Specialist; Susan Witlin and Lucretia Johnson, Correctional/Special Education Teachers, Maryland State Department of Education, Baltimore, MD

Maryland State Department of Education's multidimensional transition plan for incarcerated adults will be presented. Components of the program include a life-career plan, modified vocational programs, specific transitional objectives on which students begin working immediately on entry to the system and the utilization of transition teachers or mentors to work directly with released students to assure linkage to the next step in their career plans.

Title: LINKAGES FOR AN EDUCATION AND REHABILITATION NETWORK (L.E.A.R.N.) FOR ADULTS WITH SPECIAL NEEDS

Room# HMB 205

Presenters: Helen K. Bosch; Carl Paternostro, Associate Education Consultants, Department of Education, State of Connecticut, Hartford, CT

This participatory workshop is designed for adult education and rehabilitation professionals to develop linkages between these organizations on state and local levels to enable individuals with special needs to more effectively utilize the adult education system. Participants will learn how this linkage was developed with Connecticut, the positive and negative outcomes of implementation and how to create their own goals, objectives and action plans to use in their respective areas.

Title: CONCERNS IN THE IDENTIFICATION OF MINORITY STUDENTS WITH LEARNING DISABILITIES

Room# HMB 255

Presenters: Synnove J. Heggoy, Ph.D., Assistant Professor, Elementary With Special Education; Robert Martin, Ph.D., Department Head and Associate Professor; Dale Grant, Ph.D., Learning Analysis Coordinator and Assistant Professor; Chris Hodges, Graduate Student , Department of Educational Psychology and Counseling, Georgia Southern College, Statesboro, GA

A presentation of data concerning the identification and characteristics of minority college students with learning disabilities. Particular attention will be paid to the issues concerning differences and similarities of non-minority and minority students with learning disabilities. Questions and issues will be raised for further research in this area. Active input of information from the participants will be sought.

Title: CURRICULA DEVELOPMENT IN AGING AND VISUAL LOSS

Room# MLC - LW11

Presenter: Priscilla A. Rogers , Program Administrator, Florida Department of Education, Division of Blind Services , Tallahassee, FL

This program will focus on how to set up pre-service and continuing education programs for individuals who are interested in providing services to older persons with vision loss and other sensor losses. Specific curricula will be presented.

CONCURRENT SESSIONS

Wednesday, August 3, 4:00 p.m. - 5:30 p.m.

Title: MARYLAND'S COMPUTER PROGRAMMING TRAINING PROJECT

Room# HMB 282

Presenters: Larry Hiner, Project Director, CPTP, Johns Hopkins University Center for Technology in Human Disabilities; Bill Leard, Assistant Supervisor of Training, Maryland Rehabilition Center; Steve Raucher, CPTP Industrial Advisory Board; Larry Larsen, Professor of Education , Johns Hopkins University , Baltimore, MD

The Computer Programming Training Project, one of 35 such training programs in the United States, has been conducted for the past ten years as a joint venture of the Maryland Rehabilitation Center, The Johns Hopkins University, and an Industry Advisory Board composed of representatives from the data processing industry. A panel of principals from each of these groups will discuss their participation on the development and implementation of this successful program.

Title: WORKING WITH THE VISUALLY IMPAIRED ADULT LEARNER

Room# Ole Jim - 1st Floor

Presenter: Sue Kupchunas, M.Ed., Supervisor of Instruction , Rehabilitation Center for the Blind, Daytona Beach, FL

Opportunities for adult education services are prolific in communities throughout the country. It appears that a significant portion of the visually impaired population often do not take advantage of, or are denied access to such educational opportunities. Many adult educators are unaware of techniques and materials available to assist them with delivery of service to the prospective visually impaired student. Adult education should be available to all adults, including those with visual impairments. The focus of this presentation will be to offer effective techniques and resources to deal with the visually impaired individual seeking adult basic education services.

Title: RESOURCES TO SUPPORT LIFELONG LEARNING FOR ADULTS WITH SPECIAL LEARNING NEEDS

Room# EMG - Orientation

Presenter: Susan Imel, Director, ERIC Clearinghouse on Adult, Career, and Vocational Education, National Center for Research in Vocational Education, Columbus, OH

There are many resources available to support the lifelong learning for adults with special learning needs. This session will describe some of these resources and explain how they can be accessed. The role of computerized databases such as ERIC and VECM and information clearinghouses will be highlighted. Participants will receive a sample search and other handouts.

CONCURRENT SESSIONS

Thursday, August 4, 8:30 a.m. - 10:00 a.m.

Title: CAMPUS TOUR

ROOM # EMG - VISITOR INFORMATION CENTER

Title: PROBLEMS AND SOLUTIONS IN TEACHING READING TO LEARNING DISABLED AND MENTALLY LIMITED ADULTS

Room# Ole Jim 1st Floor

Presenter: Nancy Jiranek, Facilitator, Project Literacy Danville Public Schools , Danville, VA

This session will be concerned with the special needs of both learning disabled and mentally limited adults in learning to read. Proven techniques will be explained and demonstrated, and the use of "homemade" instructional videos in the teaching of these groups will be shown. Opportunities will be provided for exchange of ideas between presenters and participants.

Title: ADAPTING GED TESTING FOR ADULTS WITH SPECIAL LEARNING NEEDS

Room# HMB 279

Presenters: Douglas R. Whitney, Director ; Jean Lowe, Asistant Director, GED Testing Service Washington, DC

The GED Tests (high school equivalency) are available in large print, audiocassette and Braille editions. More than 300 adults completed these tests last year. In addition, provisions are made for extra time, special equipment and off-site testing. Participants will learn the procedures for arranging for such testing and will receive a copy of the national GED policies in this area.

Title: WORKPLACE LITERACY: THE ISSUES OF A COMMUNITY ORGANIZATION

Room# MLC - LW11

Presenter: Valerie J. Brooks , Career Management Specialist , Greater Southeast Community Hospital, Human Resources Development Department, Washington, DC

Business and industry are based on the proficiency, successful production and personal and professional levels of development of fulfilled employees. Employees with an inability to speak, read or write with proficiency constitute an impairment of their ability to get or retain employment commensurate with their real levels of ability. This is a problematic situation affecting employees' self-concept and possibilities for upward mobility. This is a problematic situation for organizations as well. An employee functioning at minimum level can be costly. The inability to give or receive oral and written communication is devastating to effective operation of any business. Our organization has decided to provide support and programming for our valued employees and would like to share our experiences and plan of intervention through dialogue and problem-solving as it relates to this issue in the world of work.

Title: INSTRUCTIONAL STRATEGIES FOR DEAF ADULT LEARNERS: SIMPLE YET EFFECTIVE TECHNIQUES

Room# HMB 175

Presenters: Donalda Ammons, Assistant Professor, Foreign Languages Department; Margery S. Miller, Coordinator, Family Life Program, National Academy; Gallaudet University, Washington, DC

Having a deaf student in a class designed to meet the communication and learning styles of hearing students presents several critical problems for instructors without training in the field of deaf education. This program, jointly conducted by one deaf and one hearing professional, will highlight the different learning styles of deaf students. Additionally, creative, effective, yet easily implemented instructional strategies will be described that can be incorporated into the daily instructional routine of instructors without formal training in deafness.

CONCURRENT SESSIONS

Thursday, August 4, 8:30 a.m. - 10:00 a.m.

Title: REHABILITATION THROUGH EDUCATION: INNOVATIVE EDUCATION PROGRAMS FOR ADULTS WITH MENTAL ILLNESS

Room# Ole Jim - 2nd Floor

Presenter: Karen V. Unger, M.S.W., Ed.D. , Branch Director, Center for Psychiatric Rehabilitation, Boston University, Boston, MA

The Center for Psychiatric Rehabilitation at Boston University has developed four programs that demonstrate the effectiveness of rehabilitation through education for persons with mental illness. The programs cover career development skills, community support services on a college campus, physical fitness training and education for living. A video tape of students who have participated will be shown.

Title: FILLING THE GAPS: CREATIVITY AT WORK WITH DEAF STUDENTS IN COLLEGE

Room# MLC - LN11

Presenter: Jill Ward, Coordinator, Services for the Deaf, Hearing Impaired and Visually Impaired Students, Chemeketa Community College, Salem, OR

This workshop will look at creative ways to work with deaf, hearing impaired, deaf/blind, multiply disabled deaf and deaf refugees in a college setting. Creating ways to fill those language gaps will be demonstrated.

Title: LEARNING STYLES OF ADULT LEARNERS

Room# HMB 251

Presenter: Barbara K. Given, Ph.D. , Chair, Special Education Teacher Preparation Program , Co-Director Southeast Regional Learning Styles Center , George Mason University , Fairfax, VA

In order to develop effective literacy programs for adults, it is necessary to understand different styles of learning. In this awareness session, participants will identify their preferred learning styles. They will work in small and large groups to explore why some teaching approaches work and some do not with adult learners.

Title: MAINSTREAMING DEAF ADULTS/AEROBIC EXERCISE CLASSES--SIGN AND SWEAT

Room# EC - MPR

Presenter: Gina Oliva, Director, Intramurals and Recreation, Physical Education and Recreation, Gallaudet University, Washington, DC

Hearing impaired persons can be integrated into regular exercise programs. Learn about deafness and how to mainstream members of the deaf community into recreation classes.

Title: PITTSBURGH LITERACY INITIATIVE

Room# HMB 162

Presenters: Judith Aaronson, Project Director; Joseph Stimpfl, Curriculum Supervisor, Pittsburgh Literacy Initiative, Pittsburgh, PA

Through a series of exercises and examples, participants will gain some insight into what it means to cope in the normal world of learning for adults with learning disabilities. The outcomes should be increased sensitivity to the problems of the learning disabled adult and a clearer understanding of "process" as opposed to "product."

Title: CORRECTIONAL EDUCATION: WHAT IT DOES AND HOW IT DOES IT

Room# FLD 114

Presenter: Lesley A. Hurd, Teacher IV, Wallkill Correctional Facility, Wallkill, NY

A brief history of the correctional education movement in the United States will give insight into this type of education. A discussion format will be utilized in order to share those methods of instruction which have been found to be effective with incarcerated adults.

Title: A TRANSITION MODEL FOR EMPLOYMENT AND ADULT LIVING (MEAL)

Room# EMG Orientation

Presenters: Dorothy Crawford; Robert Crawford, Life Development Institute, Phoenix , AZ

A presentation of a highly successful and unique life skills training program where the majority of the staff are adults with LD. The program prepares exciting high school students with Learning Disabilities for transition into postsecondary training and the work force. The presentation will include: curricula and types of training; case histories and war stories; tutorial and support services and assessment. Questions and answers will be encouraged.

CONCURRENT SESSIONS

Thursday, August 4, 8:30 a.m. - 10:00 a.m.

Title: OPEN FORUMS FOCUSING ON ADULTS WITH SPECIAL LEARNING NEEDS WHO ARE:

LEARNING DISABLED - Room # **HMB 203**

MENTALLY RETARDED - Room # **HMB 255**

HEARING IMPAIRED - Room# **HMB 282**

BLIND & PARTIALLY SIGHTED - **Room# HMB 315**

MOBILITY IMPAIRED - Room # **HMB 352**

MENTALLY ILL - Room# **HMB 257**

MINORITIES - Room# **HMB 205**

These sessions will give the conference participant an opportunity to network, problem solve and discuss program, policy and funding issues. From the discussions, recommendations will be made to improve adult education programs for adults with special learning needs. These recommendations will be incorporated into the conference proceedings.

KEY TO ROOM ABBREVIATIONS

HMB - Hall Memorial Building

MLC - Merrill Learning Center

(**LN** - Lower North)

(**LW** - Lower West)

EC - MPR - Ely Center - Multi-Purpose Room

Ole Jim - Alumni House

EMG - Edward Miner Gallaudet Building

FLD - Field House

MTB - Mary Thornberry Building

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The 1988 National Conference on Adults with Special Learning Needs

Participants

Ms. Judy Aaronson
Curriculum Supervisor
Pittsburgh Literacy Initiative
Health & Welfare Planning Assn.
200 Ross St.
Pittsburgh, PA 15219
(412) 392-3126

Ms. Helen Adams
Reading Specialist
Adult Hearing Center
Boise State University
1910 University Dr.
Boise, ID 83725
(208) 385-1320

Dr. Laurel Adler
Superintendent
E. San Gabriel Valley Occupational Program
1024 W Workman
West Covina, CA 91745
(818) 338-9395

Ms. Eileen Allen
A.B.E Coordinator
Individual Learning Center
Wake Tech. Comm. College
9101 Fayetteville Rd.
Raleigh, NC 27603
(919) 772-0551

Ms. Nancy Allison
Federal Project Coordinator
Coyote Canyon Rehab. Ctr.
Tohatchi, NM 87325
(505) 733-2200

Ms. Donalda Ammons
Assistant Professor
Dept. of Foreign Languages
Gallaudet University
800 Florida Ave. NE
Washington, DC 20002
(202) 651-5569

Dr. Eunice N. Askov
Professor of Education & Project Director
Institute f/t Study of Adult Literacy
Penn State University
248 Calder Way, Suite 307
University Park, PA 16801
(814) 863-3777

Ms. Evelyn Audet
Box 7020 RFD #4
Winslow, ME 04901
(207) 872-6994

Ms. Mary Bartels
Program Supervisor
Basic Studies
SE Comm. Col./Corrections
Box 2800
Lincoln, NE 68502
(402) 471-2861

Ms. Mary Beth Bartholomew
Adult Basic Education Instructor
State College Area School District
411 S. Fraser St.
Room 214
State College, PA 16801
(814) 231-1064

Ms. Mary Bauer
Coordinator
Project Challenge
Dist. 742 Community Education
1212 29th Ave. North
St. Cloud, MN 56303
(612) 251-1733

Ms. Vicki L. Bauer
Consultant
Adult and Community Ed.
Dept. of Education
PO Box 94987
Lincoln, NE 68509-4987
(402) 471-4806

Mr. Abel S. Benavides
Coordinator
Adult Handicapped Programs
Education
State of Wyoming
Hathaway Bldg.
Cheyenne, WY 82002
(307) 777-6267

Ms. Margie Best
Director of Education
Elgin Mental Health Center
State of Illinois
631 Dison Court
Gurnee, IL 60031
(312) 742-1040 Ext. 2445

Ms. Saundra T. Bishop
Assistant Principal
Compton Adult School
Compton Unified School Dist.
310 E. El Segundo Bl.
Compton, CA 90222
(213) 604-8329

Ms. Martha B. Bokee
U.S. Dept. of Education
OSERS
400 Maryland Ave. SW
Washington, DC 20202
(202) 732-2009

Ms. Helen K. Bosch
Associate Education Consultant
Divison of Rehabilitation Services
Dept. of Education
600 Asylum Ave.
Hartford, CT 06105
(203) 566-2096

Ms. Cynthia S. Bramble
Program Coordinator
Southeast Rehab. Center
202 South Church St.
West Chester, PA 19380
(215) 430-1559

Ms. Valerie J. Brooks
Career Development Specialist
Human Resources Development Dept.
1310 Southern Ave. SE
Washington, DC 20032
(202) 574-6010

Deborah Brown
Rm. 4418 Mary E. Switzer Building
U.S. Ed. Dept, Ofc. Voc. & Adult Ed.
400 Maryland Ave. SW
Washington, DC 20202-7240
(202) 732-2457

Ms. Dale Brown
Program Manager
President's Committee on Employment
of People with Disabilities
Room 600, 1111 20th St. NW
Washington, DC 20036
(202) 653-5010

Ms. Bev Butters
Associate Dean
Hearing Impaired Studies
Centralia College
600 W. Loaist
Centralia, WA 98531
(206) 736-9391

Dr. Jimmy Calloway
Associate Professor
Physical Education and Recreation
Gallaudet University
800 Florida Ave. NE
Washington, DC 20002
(202) 651-7517

Joyce F. Campbell
Rm. 4418 Mary E. Switzer Bldg.
U.S. Ed. Dept, Ofc. Voc. & Adult Ed.
400 Maryland Ave. SW
Washington, DC 20202-7240
(202) 732-2412

Ms. Carol Caparosa
Assistant Director
Special Olympics Inc.
Suite 500
1350 New York Ave. NW
Washington, DC 20005
(202) 628-3630

Dr. Mary Carter Williams
Director of Continuing Education
School of Communication
Howard University
525 Bryant St. NW
Washington, DC 20059
(202) 636-7690

Mr. Ron Castaldi
Senior Program Specialist
U.S. Dept. of Education
400 Maryland Ave. SW
Washington, DC 20202
(202) 732-2381

Ms. Marilyn C. Changualaf
Voc. Rehab. Counselor
Voc. Rehabilitation
#122 Harmon Plaza
Harmon, Guam
(671) 646-9468

Ms. Catherine Childs
Special Needs Coordinator
Community Education
Indep. School Dist. 11
2727 Ferry St.
Anoka, MN 55442
(612) 422-5312

Mr. Jim Christman
Asst. Director of Education
Tennessee Dept. of Correction
320 6th Ave. N.
Nashville, TN 37219
(615) 741-4718

Ms. Debra Clark
Coordinator
Community Education
Mlps Public Schools
3070 Mildred Dr.
Roseville, MN 55113
(612) 636-5229

Ms. Delores A. Cockerham
Director, Occuptional Training
Continuing Education & Community Services
Charles County Community College
PO Box 910
La Plata, MD 20646-0910
(301) 943-2251

Ms. Cynthia Compton
Audiologist/Coordinator
Audiology
Gallaudet University
800 Florida Ave. NE
Washington, DC 20002
(202) 651-5328

Mr. Robert Conant
Project Director
Ctr. f/ Technology in Human Disabilities
Johns Hopkins University
2301 Argonne Dr.
Baltimore, MD 21218
(301) 554-3092

Ms. Valerie J. Coons
Associate Curator of Education
Education and Public Programs
Winterthur Museum and Gardens
Winterthur, DE 19735
(302) 888-4637

Dr. Richard Cooper
Director
Center for Alternative Learning
PO Box 716
Bryn Mawr, PA 19010
(215) 525-8336

Dr. Karel Cooperman
Director/Founder
The Teaching Team Tutorial Program
9100 Old Georgetown Rd.
Bethesda, MD 20814
(301) 493-4303

Dr. Judith Cope
1740-F Huntington Dr.
So. Pasadena, CA 91030
(818) 799-2316

Ms. Mercedes Crawford
Instructor
Basic Studies
SE Comm. Col./Corrections
Box 2500
Lincoln, NE 68502
(402) 471-3161

Mr. Robert Crawford
Assist. Chief Admin.
Life Development Institute
Research & Development Training Institutes, Inc.
PO Box 15112
Phoenix, AZ 85060
(602) 254-0822

Dr. Olga Criss
Assistant Director
Institute on Gerontology
University of D.C.
1100 Harvard St. NW, Rm 114
Washington, DC 20009
(202) 727-2778

Ms. Carol Culhane
Director
Supported Work in Placement Program
142 Main St.
Nashua, NH 03060
(603) 883-9050

Ms. Zoe Dalheim
Research Coordinator
Project READ
Pittsfield Schools
269 First St.
Pittsfield MA 01201
(413) 243-3617

Ms. Mary Davis
CCP Instructor
OIC of Springfield
501 S Wittenberg Ave.
Springfield, OH 45506
(513) 327-0411

Mr. Dewey Dempsey
Education Specialist
Program Development-Education
Georgia Department of Corrections
Twin Towers East, Rm. 6521
Atlanta, GA 30334
(404) 656-4726

Dr. Jean DeVard-Kemp
Asst. Commisioner for Adult Ed.
Ga. Dept. of Tech. & Adult Literacy
660 S. Tower, ICCN Ctr.
Atlanta, GA 30303-2705
(404) 656-5845

Earl Dodrill
Rm. 4425 Mary E. Switzer Building
U.S. Ed. Dept, Ofc. Voc. & Adult Ed.
400 Maryland Ave. SW
Washington, DC 20202 7240
(202) 732-2392

Ms. Sandra S. Downs
Lead Assessment Coordinator
Tecumseh Consortium
529 E. Home Rd.
Springfield, OH 45503
(513) 327-0413

Dr. Charles Drake
Chairman
Landmark Foundation
412 Hale St.
Prides Crossing, MA 01965
(617) 927-4440

Mr. Dan Emerick
West Penna School for the Deaf
300 Swissvale Ave.
Pittsburgh, PA 15218
(412) 244-4228

Ms. May M. Evans
Work Study Instructor
Voc. Training Program f/ Handicapped
Wayne-Finger Lake BOCES
Stanley, NY 14561
(716) 396-2510

Ms. Ellen C. Fagan
Director of Continuing Education
Professional Affairs
Am. Speech-Lang-Hearing Assoc.
10801 Rockville
Rockville, MD 20842
(301) 897-5700

Ms. Clementine Fasbender
Training Director
Mental Health Ctr.
234 E. 149th St.
Bronx, NY 10451
(212) 579-5166

Dr. Nina Fieldman
Research Associate
AARP
New Roles In Society
1909 K St. NW
Washington, DC 20049
(202) 662-4879

Dr. Bert Flugman
Principal Investigator
CASE Institute-Research & Dev. in Occup. Ed.
City University of NY Graduate School
New York, NY 10036
(212) 921-2985

Dr. James Foran
V.P. for Educational Affairs
Assn of Independent Colleges & Schools
One Dupont Circle
Washington, DC 20036
(202) 659-2460

Mr. Dan Forsee
Kent Co. VO-Tech School Dist.
P.O. Box 97
Rising Sun Rd.
Woodside, DE 19980
(312) 697-3257

Dr. Merv Garretson
Special Assistant to the Preisdent
Gallaudet University
800 Florida Ave. NE
Washington, DC 20002

Ms. Pauline Geter
Student Advisor
ABCD
Street Academy
1287 East Main St.
Bridgeport, CT 06608
(203) 366-8241

Ms. Ruth Gienman
Director
Alternative for Education
1735 Cambridge Park E.
Maunee, OH 43537
(419) 893-4324

Dr. Barbara Given
George Mason University
Fairfax, VA 22030
(703) 323-2541

Dr. Jeanne Glidden-Marquis
Educational Resource Coordinator
Nat'l Info. Center on Deaf-Blindness
Gallaudet University
800 Florida Ave. NE
Washington, DC 20002
(202) 651-5044

Ms. Nancy Goudreau
Educational Intern
US Dept. of Labor
Office of Job Corps
Div. of Program Planning
200 Constitution Ave. NW
Washington, DC 20210
(202) 535-0559

Dr. Diane Gower
Asst. Director
State Dept of Education
Adult Education
1150 Menzler Rd.
Nashville, TN 37210
(615) 741-7012

Mr. Michael A. Graham
Deputy Dir., Gov't Relations
Dept. of Human Resouces
311 W. Saratoga St.
Baltimore, MD 21201
(301) 333-0406

Dr. Dale Grant
Assistant Professor
Georgia Southern College
Ed. Psych. and Counseling
L.B. 8131
Statesboro, GA 30458
(912) 681-5600

Mr. Norman Gray
Project Director
COPD Transition Project
21 E Speedway
Tucson, AZ 85905
(602) 624-8197

Dr. Mary Grefe
President
LEAD Associates Ltd.
4116 Beaver Ave.
Des Moines, IA 50310
(515) 278-9779

Ms. Shawn L. Griese
Education Consultant
Mich. Dept. of Education
Adult Extended Learning Services
PO Box 3008
Lansing, MI 48909
(517) 373-4229

Michael A. Graham
Deputy Director
MD Department of Human Resources
311 West Saratoga St.
Baltimore, MD 21201
(301) 333-0406

Dr. Bonnie Guiton
Rm. 4090 Mary E. Switzer Building
U.S. Ed. Dept, Ofc. Voc. & Adult Ed.
400 Maryland Ave. SW
Washington, DC 20202
(202) 732-2251

Karl O. Haigler
Director
Division of Adult Educ & Literacy Init.
Office of Vocational & Adult Educ
U.S. Department of Education
Washington, DC 20202
(202) 732-2270

Mr. Timothy Halnon
Education Program Specialist
Indian Vocational Education
U.S. Dept. of Education
2400 Ansdel Court
Reston, VA 22091
(202) 732-2379

Ms. Nancy Hampson
Resource Instructor
San Diego Community College
Literacy/Adult Basic Ed.
5350 University Ave.
San Diego, CA 92105
(619) 230-2144

Ms. Kay Haralson
Chief Education Services
Poterville Developmental Center
California Department Services
PO Box 2000
Portville, CA 93258
(209) 782-2691

Dr. Judith E. Harkins
Director
Technology Assessment Program
Gallaudet University
800 Florida Ave. NE
Washington, DC 20002
(202) 651-5257

Ms. Karen Harrell
Assistant Professor
University of Georgia
136 Clyde Rd.
Athens, GA 30602
404-542-4267

Mr. John B. Harty
Special Education Teacher
Norwich Public Schools
Adult Education Program
Norwich, CT 06360
(203) 642-7472

Ms. Barbara Hayes
Peer Training Coordinator
Blackstone Valley Center
RIARC
Pawtucket, RI 02861
(401) 723-6753

Dr. Synnove Heggoy
Assistant Professor
Georgia Southern College
Elementary w/ Special Education
LB 8083
Statesboro, GA 30460
(912) 681-5121

Ms. Betty Held
Coordinator, Community Education
School District #877, OPENING DOORS
214 N.E. Ave.
Buffalo, NY 55313
(612) 682-5200

Ms. Harvalee Hess
Deaf-Blind Specialist
Oregon Commission f/t Blind
Rehabilitative Services
535 S.E. 12th Ave.
Portland, OR 97214
(503) 238-8375

Mr. Noboru Higa
Administrator
Dept. of Education
595 Pepeekeo St.
Honolulu, HI 96825
(808) 395-9451

Mr. Larry Hiner
Project Director
John Hopkins University
Ctr. f/ Technology in Human Disabilities
2301 Argonne Dr.
Baltimore, MD 21218
(301) 554-3092

Mr. Stanley Hirschberg
Supervisor,
Academic Training
NY Lighthouse f/t Blind
111 E. 59th St.
New York, NY 10022
(212) 355-2200 Ext. 145

Mr. Chris Hodges
Graduate Student
Georgia Southern College
L.B. 8131
Educational Psychology & Counseling
Statesboro, GA 30460
(912) 681-5600

Dr. F. Marvin Hole
Professor
Alaska Pacific University
Dept. of Education
4101 University Dr.
Anchorage, AK 99508
(907) 564-8746

Dr. Wanda Hole
Director
Alaska Pacific University
Dept. of Education-MA
4101 University Dr.
Anchorage, AK 99508
(907) 564-8246

Ms. Claudia Horn
Assistant Director
Goodwill Industries
Rehabilitative Services
9200 Wisconsin Ave.
Bethesda, MD 20814-3896
(301) 530-6500

Mr. David Hotchkiss
Research Associate
Ofc., Assessment & Demographic Study
Gallaudet University
800 Florida Ave. NE
Washington, DC 20002
(202) 651-4588

Mr. Rod Houchins
Human Resources Manager
Ball Metal Container Group
12340 Twp. Rd. 99 East
Findlay, OH 45840
(419) 423-3071

Ms. Katy Houghton
Supervisor of Correctional Educ. Program
California Men's Colony
630 San Joaquin
Morro Bay, CA 93442
(805) 543-2700

Alex Hyman
GED Administrator
Minor Elementary School
601 15th St. NE
Washington, DC 20002
(202) 724-4211

Ms. Susan Imel
Director of ERIC Clearinghouse
Ohio State University
Adult, Career & Vocational Ed.
1960 Kenny Rd.
Columbus, OH 43210-1090
(800) 848-4815/(614) 262-7444

Ms. Margo V. Izzo
Project Director
Ohio State University
National Ctr. f/ Research in Voc. Ed.
1960 Kenny Rd.
Columbus, OH 43210-1090
(614) 486-3655

John Jackson
Traditional Blues & Folk Singer
Bluemont Concert Services
Box 208
Leesburg, VA 22075
(703) 777-6306

Dr. H. David Jenkins
Educational Liaison
MD Division of Corrections
6776 Reistertown Rd.
Baltimore, MD 21215-2342
(301) 333-2055

Ms. Nancy Jiranek
Director
Danville Reading Center
313 Municipal Building
Danville, VA 24541
(804) 797-3705

Dr. Calvin Johnson
Chairman
University of Arkansas
Department of Teacher Education
2801 S. University
Little Rock, AR 72204
(501) 569-3124

Ms. Linda Johnson
Coordinator, ENABLE
Laguardia Community College
31-10 Thompson Ave. Room C727
Long Island City, NY 11101
(718) 482-5320

Ms. Lucrietia Johnson
Maryland Dept. of Education
Correctional Education
200 W. Baltimore St.
Baltimore, MD 21201
(301) 333-2588

Mr. Peter Jordan
Executive Director
Supported Work in Placement Program
142 Main St.
Nashua, NH 03060
(603) 883-9050

Mr. George Joslin
Assoc. Director
Communication Service f/h Deaf
3520 Gateway Ln.
Sioux Falls, SD 57106
(605) 339-6718

Ms. Fern Kahn
City Univ. of NY Grad. School
33 W. 42nd St.
Room 620 NC
New York, NY 10036
(212) 921-2985

Dr. Barbara B. Kaplan
Subcommittee on Human Services
House of Representatives
716 House Annex #1
Washington, DC 20515
(202) 226-3349

Dr. Margaret Kaus
Dean of Instruction
Green River Community College
Business, Health/P.E., Con't. Educ.
12401 SE 320
Auburn, WA 98002
(206) 833-9111

Mr. James Keeley
Pennsylvania Dept. of Education
Division of Correction Education
333 Market St.
Harrisburg, PA 17126
(717) 783-9205

Dr. Bridget E. Kelly
Career Counselor
State College Area School District
411 S. Fraser St.
Room 214
State College, PA 16801
(814) 231-1011

Wayne N. Kemp
Baritone
3919 9th St. NE, #1
Washington, DC 20017
(202) 526-0172

Ms. Carolyn B. Kidder
Reading Disabilities Specialist
39A Lee St. Apt. 5
Cambridge, MA 02139
(617) 661-3304

Ms. Barbara Kimberly
Instructor
S.E. Community College/Corrections
Basic Studies
Box 2800
Lincoln, NE 68502
(402) 471-2861

Ms. Faith Kirk
C.R.C.
President's Committee on Employment
Suite 600, 1111 20th St. NW
Washington, DC 20036
(202) 653-5044

Dr. Phyllis Klugerman
Director
Adult & Continuing Education
E. Brunswick Adult & Cont. Educ. Program
Cranbury Rd.
East Brunswick, NJ 08816
(201) 613-6980

Ms. Joanne Knox
Teacher Supervisor
ABCD
Street Academy
1287 East Main St.
Bridgeport, CT 06608
(203) 366-8241

Ms. Marlene Koestenblatt
Psychologist/Consultant
Learning Disabilities Consultants
Psychoeducational
P.O. Box 716
Bryn Mawr, PA 19010
(215) 525-8336

Judith A. Koloski
Executive Director
American Assn. f/ Adult & Continuing Educ.
Suite 420
1112 16th St. NW
Washington, DC 20036
(202) 463-6333

Dr. Donald G. Koones
Director
Continuing Education
Harrisburg Area Community College
Continuing Education Division
3330 Cameron St.
Harrisburg, PA 17110
(717) 780-2444

Ms. Vaughn D. Krake
Coordinator
Minnetonka Schools
Community Education
261 School Ave.
Exalsia, MN 55331
(612) 410-3451

Dr. Jeffery Kraskin
American Optometric Association
4600 Massachusetts Ave. NW
Washington, DC 20016
(202) 363-4450

Ms. Sue Kupchunas
Supervisor of Instruction
Division of Blind Services
Dept. of Education
1111 Willis Ave.
Daytona Beach, FL 32014
(904) 254-3824

Pat Laird
Subcommittee on Select Education
House of Representatives
Rm. 518, House Annex #1
Washington, DC 20515
(202) 226-7532

Mr. William R. Langner
Educational Program Specialist
U.S. Department of Education
Mary E. Switzer Bldg., Rm. 4428
400 Maryland Ave. SW
Washington, D.C. 20202-7240
(202) 732-2410

Mr. Bill Leard
Johns Hopkins University
Ctr. for Tech. in Human Disabilities
2301 Argonne Dr.
Baltimore, MD 21218
(301) 554-3092

Dr. James E. Lee
Manager
Special Education Program
Apple Computer, Inc.
20525 Mariani Ave. MS:36M
Cupertino, CA 95014
(408) 973-6484

Mr. Thomas J. Lee
Adult Education Teacher
Pomona Unified School District
1400 W. McKinley
Pomona, CA 91768
(714) 622-9495

Dr. David Leitch
Atlantic Center
St. Mary's University
Hallafax, Nova Scotia
CANADA B3H 3C3

Dr. Leslie Lenkowsky
Nal't Council on the Handicapped
Suite 814
800 Independence Ave. SW
Washington, DC 20591
(202) 267-3846

Ms. Ruth Lewis
Program Director
Durham Technical Community College
Adult and Continuing Education
P.O. Box 11307
Durham, NC 27703
(919) 598-9205

Ms. Ruth Lieberman
Curriculum Resource Teacher
Orange County Public Schools
Adult Education/Station 303
Box 271
Orlando, FL 32802
(407) 422-3200 Ext. 528

Ms. Barbara J. Lindsay
Program Consultant
Blackstone Valley Center
RIARC
Pawtucket, RI 02861
(401) 723-6753

Dr. Jerome Lord
Ofc. of Educ. Research & Improvement
U. S. Department of Education
Washington, DC 20202
(202) 357-6242

Ms. Jean Lowe
Associate Director
GED Testing Service
American Council on Education
One Dupont Circle, NW
Washington, DC 20036
(202) 939-9490

Ms. Lynne Luxton
National Consultant
American Foundation f/t Blind
15 W. 16th St.
New York, NY 10011
(212) 620-2040

Mr. Robert MacDicken
Director, Human Resources Develop.
American Society of Assn. Executives
Suite 220
1575 I St. NW
Washington, DC 20005
(202) 626-2723

Dr. Janet Macomber
Human Resources Develop. Consultant
MACRAFT
301 W. Oregon St.
Urbana, IL 61801
(217) 344-4245

Ms. Janice Majewski
Outreach Program Manager
Smithsonian Institute
Ofc. of Elementary & Secondary Ed.
A & I 1163, 900 Jefferson Dr. SE
Washington, D.C. 20560
(202) 357-1697

Ms. Justine Maloney
ACLD, Inc.
3115 N. 17th St.
Arlington, VA 22201
(703) 243-2614

Ms. Sharin Manion
Project Coordinator
C.O.P.D.
Transition Program
21 E. Speedway
Tucson, AZ 85705
(602) 624-8197

Mr. William B. Martin
Director, Career Development
Town Valley Community College District
P.O. Box 536
Marshaltown, IA 50158
(515) 752-3161

Dr. Robert Martin
Dept. Head & Associate Professor
Georgia Southern College
Educational Psychology & Counseling
L.B. 8131
Statesboro, GA 30460
(912) 681-5600

Ms. Martha Mauke
Research Coordinator
Pittsfield Schools—Adult Center
Project READ
269 First St.
Pittsfield, MA 01201
(413) 243-3617

Rev. Cecil E. McFarland
Director of Membership Services Div.
Goodwill Industries of America
9200 Wisconsin Ave.
Bethesda, MD 20814
(301) 530-6500

Carroll McGillin
Federal Educ. Development Executive
Apple Computer, Inc.
1892 Preston White Dr.
Reston, VA 22091
(703) 264-5363

Mr. Jonathan McKallip
Vice President of Field Services
Literacy Volunteers of America
5795 Widewaters Parkway
Syracuse, NY 13214
(315) 445-8000

Dr. Carl Medlin
Director
Richland School District I
Adult & Community Education
815 Elmwood Ave.
Columbia, SC 29201
(803) 733-6204

Mr. Paul Menkis
Coordinator
City University of NY Graduate School
33 W. 42nd St.
New York, NY 10036
(212) 921-2985

Ms. Claire Miles
Program Administrator
Rochester City Schools
Adult Education
54 Oakman St.
Rochester, NY 14618
(714) 262-3110

Ms. Margery S. Miller
Coordinator
Family Life Program, Nat'l. Academy
Gallaudet University
800 Florida Ave. NE
Washington, DC 20002
(202) 651-5096

Mr. Len Mitchell
Trainer/Manager
Deaf Human Service Worker Training
Children's Home of Winnipeg
400-777 Portage Ave.
Winnipeg, Manitoba CANADA R3G 3L1
(204) 945-6473

Ms. Paulette Morgan
Director
The College Board
Educational Opportunity Center
2124 Martin Luthur King Jr. Ave. SE
Washington, DC 20020
(202) 889-5300

Ms. Patricia Mulcrone
Associate Professor/Chair
Adult Education Development
William Rainey Harper College
Palatine, IL 60067
(312) 397-3000

Ms. Amelia L. Muldrow
Assistant Principal
Armstrong Adult Education Center
Career & Adult Education
1st and D St. NW
Washington, DC 20001
(202) 673-7356

Ms. Peggy Nagel
Director, Educ. & Voc. Rehab.
Chippewa/Cree Tribe
Box Elder, MT 59521
(406) 395-4282

Mr. Norman Nelson
C/O Ms. Rapport
CT State Dept. of Education
Bureau of Adult Education
25 Industrial Park Rd.
Middletown, CT 06457
(203) 638-4167

Mr. Ernest Neri
Teacher
Conn. Alcohol & Drug Abuse Council
State of Connecticut
P.O. Box 2117
Waterbury, CT 06722
(203) 426-2531

Ms. Susan Newburger
Program Development Specialist
Nat'l. Academy, College f/ Cont. Ed.
Gallaudet University
800 Florida Ave. NE
Washington, DC 20002
(202) 651-5096

Deborah Newkirk
Rm. 4426 Mary E. Switzer Building
U.S. Ed. Dept, Ofc. Voc. & Adult Ed.
400 Maryland Ave. SW
Washington, DC 20202-7240
(202) 732-2420

Dr. Joan Niemann
Professor
Eastern Washington University
Applied Psychology
Box 3
Thornton, WA 99176
(509) 478-3446

Ms. Lynn O'Brian
President/Founder
Specific Diagnostic Studies
11600 Nebel St., Suite 130
Rockville, MD 20852
(301) 468-6616

Ms. Gina Oliva
Director
Dept. of Physical Educ. & Recreation
Gallaudet University
800 Florida Ave. NE
Washington, DC 20002
(202) 651-7515

Dr. Mary Palamar
Asst. Professor of Education
Nazareth College
4245 East Ave.
Rochester, NY 14610
(716) 586-2525

Mr. Carl Paternostro
Associate Consultant
CT State Department
Department of Education
25 Industrial Park Rd.
Middletown, CT 06457
(203) 638-4154

Mr. Martin Patwell
Program Director
Landmark Foundation
412 Hale St.
Prides Crossing, MA 01965
(617) 927-4440

Ms. Ruth C. Pear
Specialist, Prog. & Serv. f/ Students w/Spec. Needs
MD State Dept. of Education
Div. of Vocational-Technical Ed.
200 W. Baltimore St.
Baltimore, MD 21201-2595
(301) 333-2088

Ms. Anita M. Pearson
Compensatory Education Coordinator
Wake Technical Community College
Literacy Education
108 Abbott Lane
Cary, NC 27513
(919) 772-0551

Ms. Dolores Perin
Project Director
City University of NY Graduate School
33 W. 42nd St., Rm. 620NS
New York, NY 10036
(212) 921-2985

Ms. Mary Kay Peterson
Director of Adult Education
Elwyn/Southeastern PA Rehab. Center
Adult Education
111 Elwyn Rd.
Elwyn, PA 19063
(215) 891-2076

Mr. David Pinsky
Coordinator, Educational Services
Mental Health Consumer Association
311 S. Juniper St.
Philadelphia, PA 19107
(215) 790-2290

Ms. Leslye Piqueras
National Consultant
American Foundation f/t Blind
15 W. 16th St.
New York, NY 10011
(212) 620-2040

Mr. Marshall Plummer
Board of Directors
Coyote Canyon Rehab. Center
P.O. Box 49
Tohatchi, NM 87325
(505) 733-2200

Ms. Janie Pratt
Assistant Supervisor
Education Department
Johnstone Training & Research Ctr.
Burlington St.
Bordentown, NJ 08505
(609) 298-2500

Ms. Judith L. Preisinger
Coordinator—Adult Handicapped
ISD #631
Community Services
6100 N. 210th St.
Forest Lake, MN 55025
(612) 464-1100

Mr. Sylvester Pues
Consultant for Curriculum & Staff Development
CA Dept. of Developmental Services
Box A
Camarillo, CA 93011
(805) 484-3661

Mr. Ronald S. Pugsley
Rm. 4423, Mary E. Switzer Building
U.S. Ed. Dept., Ofc. Voc. & Adult Ed.
400 Maryland Ave. SW
Washington, DC 20202-7240
(202) 732-2272

Ms. Annette Purpura
Executive Director
Coyote Canyon Rehab. Center
P.O. Box 49
Tohatchi, NM 87325
(505) 733-2200

Ms. Natalie Rapoport
Education Service Specialist
CT State Dept. of Education
Bureau of Adult Education
25 Industrial Park Rd.
Middletown, CT 06457
(203) 638-4167

Mr. Steve Raucher
Johns Hopkins University
Ctr. for Technology in Human Disabilities
2301 Argonne Dr.
Baltimore, MD 21218
(301) 554-3092

Ms. Brenda Rawlings
Special Projects/Liaison Coordinator
Ofc., Assessment & Demographic Study
Gallaudet University
800 Florida Ave. NE
Washington, DC 20002
(202) 651-5575

Ms. Kathleen A. Reeves
Coordinator of Funded Programs
Greece Central School District
Continuing Education Division
P.O. Box 300
North Greece, NY 14515
(716) 225-4410

Mr. Alan A. Reich
President
Nat'l. Organization on Disability
Suite 600
910 16th St. NW
Washington, DC 20006
(202) 293-5960

Ms. Louise Riemer
Coordinator, Community Libraries & Vol. Recruitment
Howard County Library
10375 Little Patuxent Parkway
Columbia, MD 21044
(301) 997-8000

Mr. Jerry Rindone
Director of Adult Education
Sweetwater Union High School District
Div. of Adult Education
1130 5th Ave.
Chula Vista, CA 92011
(619) 691-5869

Dr. Paul Roberts
Economist
GAO
855 Diamond Dr.
Gaithersburg, MD 20878
(202) 245-9623

Mr. William B. Robertson
Deputy Assistant Secretary of State
U.S. Department of State
Rm. 6236, African Bureau
Washington, DC 20520
(202) 647-3218

Ms. Priscilla Rogers
Program Supervisor
Div. of Blind Services
Dept. of Education
2540 Executive Center
Tallahassee, FL 32314
(904) 488-1330

Dr. Roslyn Rosen
Dean
College for Continuing Education
Gallaudet University
800 Florida Ave. NE
Washington, DC 20002
(202) 651-5351

Dr. Joseph Rosenstein
Rm. 4092 Mary E. Switzer Building
U.S. Ed. Dept., Ofc. Voc. & Adult Ed.
400 Maryland Ave. SW
Washington, DC 20202-7240
(202) 732-1176

Dr. Jovita Ross
Assistant Professor
Penn State University
220 Rackley
University Park, PA 16801
(814) 863-3781

Ms. Mary D. Sanford
Research Associate
Syracuse University
Adult Education
113 Euclid Ave.
Syracuse, NY 13244
(315) 443-5336

Ms. Jamie Satcher
Director
Vocational Rehabilitation
Mississippi Band of Choctaw Indians
Philadelphia, MI 39350
(601) 656-5251

Ms. Kristin J. Scott
Employment Advisor
Central Piedmont Community College
Cooperative Education
P.O. Box 35009
Charlotte, NC 28235
(704) 342-6633

Mary Seibles
Rm. 4414 Mary E. Switzer Building
U.S. Ed. Dept., Ofc. Voc. & Adult Ed.
400 Maryland Ave. SW
Washington, DC 20202-7240
(202) 732-2413

Ms. Phyllis Shank
Handicap Program Manager
Central Intelligence Agency
Ofc. of Equal Employment Opportunity
Washington, DC 20505
(202) 351-2316

Ms. Beth Anne Shaw
Education Specialist
Smithsonian Institute
Ofc. of Elementary & Secondary Educ.
A & I 1163, 900 Jefferson Dr. SW
Washington, DC 20560
(202) 357-1697

Ms. Carol Sheehan
Guidance Counselor
Wallingford Public School
Adult Education Office
Hope Will Rd.
Wallingford, CT 06492
(203) 265-2831

Julia Shepard
Rm. 4427 Mary E. Switzer Building
U.S. Ed. Dept., Ofc. Voc. & Adult Ed.
400 Maryland Ave. SW
Washington, DC 20202-7240
(202) 732-2959

Hazel J. Showell
Div. of Director of Career & Adult Educ.
Browne Administrative Unit
Browne Jr. High School
26th & Benning Rd. NE
Washington, DC 20002
(202) 724-4207

Ms. Katherine E. Shumate
Asst. Project Director
Ohio State University
Nat'l Center f/ Research in Voc. Ed.
1960 Kenny Rd.
Columbus, OH 43210-1090
(614) 486-3655

Mr. Clayton L. Singleton
Principal
Armstrong Adult Education Center
Career & Adult Education
1st & P St. NW
Washington, DC 20001
(202) 673-7356

Andsea Solarz
Subcommittee on the Handicapped
Committee on Labor & Human Resources
United States Senate
Washington, DC 20510-6300
(202) 224-6265

Mr. Benjamin Soukup
Executive Director
Community Services for the Deaf
3520 Gateway Lane
Sioux Falls, SD 57106
(605) 339-6718

Ms. Gretchen Starks
Director of Developmental Studies
Community College of the Finger Lakes
Lincoln Hill Rd.
Canandaigua, NY 14424
(716) 394-3500

Mr. Stephen Steurer
Academic Coordinator
MD State Department of Education
Correctional Education
200 W. Baltimore St.
Baltimore, MD 21201
(301) 333-2588

Mr. Joseph Stimpfl
Curriculum Supervisor
Pittsburg Literacy Initiative
c/o HWPA
200 Ross St.
Pittsburgh, PA 15219
(412) 392-3126

Mr. Neil A. Sturomski
Director, Night School
Lab School of Washington
4759 Reservoir Rd. NW
Washington, DC 20007
(202) 965-6600

Ms. Patricia M. Svendsen
Coordinator
MINN I.S.D. #622
Community Education
1961 E. County Rd.
Maplewood, MN 55109
(612) 770-4744

Mr. Richard Thaler
L.D. Specialist
Human Resources Center, Voc. Rehab.
I. U. Willets Rd.
Albertson , NY 11507
(516) 747-5400

Mr. Frank C. Thissen
Supervisor
St. Paul Public Schools
Community Education
360 Colborne St.
St. Paul, MN 55102
(612) 293-5220

Ms. Phyllis Thompson
Coordinator, Developmental Education
Ohio State University
Student Services
University Dr.
Newark, OH 43055
(614) 366-9246

Dr. Carroll F. Towey
Senior Program Advisor
U.S. Dept. of Education
Washington, DC 20202
(202) 732-2391

Mr. Mitch Townley
Special Education Teacher
Stevenson Correctional Institution
Habilitation Unit
4546 Broad River Rd.
Columbia, SC 29210
(804) 737-4217

Ms. Bernadette Toye
Project Leader
East Brunswick Adult Mentally
Handicapped Program
Cranbury Rd.—Portable 6
East Brunswick, NJ 08816
(201) 613-6984

Dr. Karen V. Unger
Branch Director
Boston University
Center for Psychiatric Rehabilitation
730 Commonwealth
Boston, MA 02215
(617) 353-3549

Ms. Barbara Van Horn
Literacy Specialist
Institute f/t Study of Adult Literacy
PA State University
248 Calder Way, Suite 307
University Park, PA 16801
(814) 863-3777

Ms. Lou E. Walker
Lead Instructor
Technology for Literacy
St. Paul Public Schools
580 University Ave.
St. Paul, MN 55103
(612) 222-4464

Dr. Michael J. Ward
Rm. 4617 Mary E. Switzer Building
U.S. Ed. Dept., Ofc. Voc. & Adult Ed.
400 Maryland Ave. SW
Washington, DC 20202-7240
(202) 732-1163

Betty A. Ward
Internat'l. Educ. Policy Specialist
Internat'l. & Territorial Affairs Staff
Office of Inter-Government &
Inter-Agency Affairs
U.S. Department of Education
Washington, DC 20202-3721
(202) 732-5430

Ms. Jill Ward
Coordinator, Services to Deaf Students
Chemeleta Community College
P.O. Box 14007
Salem, OR 97301
(503) 585-5322

Ms. Amy Weidman
Special Needs Coordinator
I.S.D. 709
Community Education
725 N. Central Ave.
Deluth, MN 55807
(218) 628-3209

Dr. Cynthia White
Instructor ABE/GED
Keuka College
P.O. Box 27
Keuka Park, NY 14478
(315) 536-4411

Mr. Douglas R. Whitney
Director
GED Testing Service
One Dupont Circle
Washington, DC 20036
(202) 939-9490

Ms. Helen C. Williams
Special Education Director
DCE—James Monroe Bldg.—7th floor
101 N. 14th St.
Richmond, VA 23219
(804) 225-3328

Ms. Patricia E. Williams
Program Coordinator—Adult Living
Internship
Center for Unique Learners
5705 Arundel Ave.
Rockville, MD 20852
(301) 231-0115

Ms. Christy Willis
Coordinator, Disabled Student Services
George Washington University
Rice Hall, Suite 401
Washington, DC 20016
(202) 994-8250

Ms. Susan Witlin
Correctional Spec. Educ. Specialist
MD State Department of Education
Correctional Education
200 W. Baltimore St.
Baltimore, MD 21201
(301) 333-2588

Mr. Wayne Wittman
Rehab. Counselor
MN State Services f/t Blind
Program Operations
1745 University Ave.
St. Paul, MN 55106
(612) 642-0858

Ms. Rita Jo Wooten
Compensatory Educ. Recruiter/Coord.
Lenoir Community College
Continuing Education Dialdion
P.O. Box 188
Kinston, NC 28501
(919) 527-6223

Mr. Benjamin Wright
Volunteer Executive Director
Assault on Illiteracy Program
410 Central Park W. (PH-C)
New York, NY 10025
(212) 967-4008

Ms. Juanita Yates
Associate Director for Special Concerns
HHS/U.S. Office of Consumer Affairs
1009 Premier Building
Washington, DC 20201
(202) 634-4297

Ms. Alysia Zee
Program Coordinator/Primary Instructor
Library for the Blind
ABE/GED Program
919 Walnut St.
Philadelphia, PA 19107
(215) 925-3213

The 1988 National Conference on Adults with Special Learning Needs

State Coordinators

Dr. Bobby Dees
GED Administrator
State Dept of Education
State Office Bldg, 501 Dexter Ave.
Montgomery, AL 36130
(205) 261-5729

Drs. Marvin & Wanda Hole
Alaska Pacific University
4101 University Drive
Anchorage, AK 99508
(907) 563-1982

Ms. Betty Overton
Director, Adult Education
Arkansas State Hospital
4313 West Markham
Little Rock, AR 72201
(501) 686-9150

Mr. Jack Dillard
AZ State Dept of Education
1535 W Jefferson Street
Phoenix, AZ 85007
(602) 255-5281

Mr. Sylvester Pues
Director
CASAS Office, Dept of Develop. Services
Office for Adult Special Education
Camarillo State Hospital, Box A
Camarillo, CA 93011
(805) 484-3661

Ms. Dian Bates-Davis
State Director, ABE
CO State Dept of Education
Division of Adult Education
201 E. Colfax Ave.
Denver, CO 80203
(303) 866-6610

Mr. Carl Paternostro
Dept of Education
Division of Voc/Tech & Adult Ed.
25 Industrial Park Road
Middletown, CT 06457
(203) 638-4154

Mr. Jay Brill
HEATH ClearingHouse
American Council on Education
One Dupont Circle
Washington, DC 20036
(202) 939-9323

Ms. Jean Agra
Coordinator
New Castle Co Vo-Tech School Dist
The Mary Campbell Center
4641 Weldin Road
Wilmington, DE 19803
(302) 762-6025

Mr. Michael McCoy
Executive Director
Hardee Assn for Retarded Citizens
P.O. Box 1372
Wauchula, FL 33873
(813) 735-1121

Ms. Helene Johnson
President
GA Assn for Children & Adults w/LD
LD Adult Section
2377 Pine Mountain Road
Kennesaw, GA 30144
(404) 429-1531

Ms. Maureen Chargualaf
Instructor for the Deaf
Guam Community College
P.O. Box 23069
Guam Main Facility, Guam 96921
(671) 734-9311 Ext. 76

Mr. Hartwell Loy
Dept of Education
Adult Education Section
Hahainoe Elem School,
595 Pepeekeo St, H-2
Honolulu, HI 96825
(808) 395-9451

Dr. John Hartwig
State Dept of Education
Div of Adult Education
Grimes State Office Bldg
Des Moines, IA 50319-0146
(515) 281-3671

Ms. Elaine Simmons
Director
Boise State University
ABE Learning Center
1919 University Ave.
Boise, ID 83725
(208) 385-3484

Mr. Ed Elsner
McHenry County College
Rt 14 & Lucas Road
Crystal Lake, IL 60014
(815) 455-3700

Ms. Timmie K. Steinbruegge
Director
IN Adult Education Resource Ctr
1500 E. Michigan Street
Indianapolis, IN 46201
(317) 899-0822

Mr. Bob Becker
Area Coordinator
Adult Education Center
422 S Main Street
Ottawa, KA 66067
(913) 242-6719

Ms. Sharon Darling
Director
Kenan/SREB Family Literacy Project
Starks Building
Louisville, KY 40202
(502) 584-1133

Mr. Glenn Gossett
Director
Dept of Education
Adult Education
P.O. Box 44064
Baton Rouge, LA 70804
(504) 342-3510

Dr. Lloyd David
Director
Continuing Education Institute
163 Highland Avenue
Needham, MA 02194
(617) 449-4802

Ms. Guadalupe Borja
Acting Director
Northern Marianas College
Adult Basic Education
Commonwealth of N. Mariana Islands
Saipan, MP 96950

Ms. Mary Ann Corley
Supervisor
Baltimore Co Public Schools
Adult Education
6900 Charles Street
Towson, MD 21204
(301) 494-4064

Ms. Deborah Averill
Director
Bangor Mental Health Institute
Educ. & Info. Services
656 State Street
Bangor, ME 04401
(207) 941-4247

Ms. Shawn Griese
Education Consultant
MI Dept of Education
Adult Extended Learning Services
P.O. Box 3008
Lansing, MI 48910
(517) 373-4229

Ms. Kitty Christiansen
Executive Director
Learning Disabilities Assn
2344 Nicollet Ave., #300
Minneapolis, MN 55404
(612) 871-9011

Mr. Elvin Long
Director
Dept of Elem & Secondary Education
Adult Education
213 Adams St., PO Box 480
Jefferson City, MO 65102
(314) 751-0887

Mr. William C. Box
Supervisor
Dept of Education
Adult & Continuing Education
P.O. Box 771
Jackson, MS 39205
(601) 359-3464

Mr. Robert Ruthemeyer
Director
Office of the State Superintendent
Adult Education
State Capitol Building
Helena, MT 59620
(406) 444-4443

Mr. Burney Bouslough
Director
Dept of Education
Adult & Community Education
P.O. Box 94987, 301 Centennial Mall South
Lincoln, NB 68509
(402) 471-2295

Ms. Deborah Gaddy
Training Specialist
Adult & Continuing Education
ABE/Special Populations
200 W Jones St, 320 Caswell Bldg
Raleigh, NC 27603-1337
(919) 733-4791

Mr. David G. Massey
Director
Dept of Public Instruction
Adult Education
State Capitol Bldg, 9th Floor
Bismarck, ND 58505
(701) 224-2393

Mr. Art Ellison
Supervisor
NH Dept of Education
Adult Basic Education
101 Pleasant Street
Concord, NH 03301
(603) 271-2247

Ms. Kathleen Hellberg
Curriculum Consultant
NJ Dept of Human Services
Office of Education
10 Quakerbridge Plaza
Trenton, NJ 08625
(609) 588-3191

Dr. Gregory S. Bowes
Professor of Adult Education
University of New Mexico
College of Education
Albuquerque, NM 87131
(505) 277-9438

Ms. Gretchen Starks
Director
Community College of Finger Lakes
Developmental Studies
Lincoln Hill Road
Canandaigua, NY 14424
(716) 394-3500

Mr. Jeff Raynor
Education Consultant
OH Dept of Education
Adult Basic Education Programs
65 S. Front Street
Columbus, OH 43266-0308
(614) 466-6204

Mr. Al Underwood
Administrator
OK Dept of Education
Adult Education Section
2500 N. Lincoln Blvd,
O. Hodge Mem Ed Bld #180
Oklahoma City, OK 73105
(405) 521-3321

Ms. Becky Johnen
Director
Chemekta Community College
Developmental Education
P.O. Box 14007
Salem, OR 97309
(503) 399-5000

Mr. Richard Cooper
Director
Center for Alternative Learning
Education & Vocational Services
P.O. Box 716, 1021 Lancaster Ave
Bryn Mawr, PA 19010
(215) 525-8336

Mr. Jose J. Rivera-Lopez
Asst Secretary
Dept of Education
Adult Education
P.O. Box 759
Hato Rey, PR 00919
(809)753-9211

Mr. Robert Mason
Adult Education Specialist
Dept of Education
22 Hayes St, Roger Williams Bldg, #2222
Providence, RI 02908
(401) 277-2691

Ms. Fa'au'uga Achica
Dean, Continuing & Adult Ed.
American Samoa Community College
Board of Higher Education
Mapusaga Campus, PO Box 2609
Pago Pago, American Samoa 96799

Dr. Walter Tobin
Director
Dept of Education
Office of Adult Education
1429 Senate St, Rutledge Bldg #209
Columbia, SC 29201
(803) -734-8070

Mr. Gene K. Dickson
Director
Div of Elem & Secondary Ed.
Adult Education
700 N. Illinois, KNEIP Bldg
Pierre, SD 57501
(605) 773-4716

Mr. Jim Morgan
Project Director
Region IX Ed. Service Ctr.
301 Loop II
Wichita Falls, TX 76305
(817) 322-6928

Dr. Kenneth Owen McCullough
Director
State Dept of Education
Adult Education
102 Cordell Hull Bldg
Nashville, TN 37210
(615) 741-2963

Dr. Brent Gubler
Specialist
UT Office of Education
Adult Education Services
250 E. 5th South St.
Salt Lake City, UT 84111
(801) 538-7844

Dr. Ronald Sherron
VA Commonwealth University
Dept of Adult Education
Richmond, VA 23284
(804) 367-6521

Ms. Anna C. Lewis
Director
Dept of Education
Div of Adult Education
P.O. Box 6640
St. Thomas, VI 00801
(809) 774-5394

Ms. Sandra Robinson
Consultant
Adult Education
State Office Building
Montpelier, VT 05602
(802) 828-3131

Ms. Nancy Warnstadt
Director
Centralia Community College
Counseling & Developmental Studies
600 Lotus Street
Centralia, WA 98531
(206) 736-9391

Mr. Frederick Timm
Ed. Resources Coordinator
Dept of Health & Social Service
Div. of Corrections
P.O. Box 7925
Madison, WI 53707
(608) 266-5308

Ms. Linda Amonette
Assistant Director
Dept of Education
Adult Education
1900 Washington St. East,
Bldg 6, Unit B-230
Charleston, WV 25305
(304) 348-6318

Mr. Lloyd Kjorness
Coordinator
Dept of Education
Adult Education
Hathaway Building
Cheyenne, WY 82002
(307) 777-6228

First National Congress for Adults with Special Learning Needs

Participants

Ms. Jean Agra
Teacher/Coordinator
The Mary Campbell Center
New Castle Co. Voc-Tech School District
4641 Weldin Road
Wilmington, DE 19803
(302) 762-6025

Ms. Deborah Andrews
VR Evaluator
Client Services Division
Rehabilitation Services Administration
605 G St. NW, Room 217
Washington, DC 20001
(202) 727-0914

Ms. Deborah Averill
Director
Educ. & Info. Services
Bangor Mental Health Institute
656 State St.
Bangor, ME 04401
(207) 941-4247

Ms. Rachel Mary Bavister
Instructor
English Department
Virginia School f/t Deaf
413 Austin Ave.
Staunton, VA 24401
(703) 332-9051

Ms. Gail Bober
Coordinator
PA School f/t Deaf
Community Affairs Office
100 W. School House Lane
Philadelphia, PA 19144
(215) 951-4719

Dr. Boris E. Bogatz
Director
PACE
Gallaudet University
800 Florida Ave. NE
Washington, DC 20002
(202) 651-5044 (V/TDD)

Ms. Jo Constance Bond
Rehab Counselor
Rehab. Services Administration
Dept. of Human Services
60 Florida Ave. NE
Washington, DC 20001
(202) 673-6829

Mr. Floyd G. Boothe
1902 Fon Du Lac Rd.
Richmond, VA 23229
(804) 274-2441

Ms. Helen K. Bosch
Rehab Counselor/Off Bd of Directors
CT Assoc. for Children w/Learn. Disab.
Division of Rehabilitation Services
600 Asylum Ave.
Hartford, CT 06105
(203) 566-2096

Ms. Elaine Brant
Teacher
St. Paul Public Schools
1290 Arcade
St. Paul, MN 55106
(612) 293-8675

Ms. Ethel D. Briggs
Adult Services Specialist
Natl. Council on the Handicapped
800 Indep Ave. SW, Suite 814
Washington, DC 20591
(202) 267-3846

Ms. Jill Brooks
Counselor, Special Populations
Catonsville Community College
800 S. Rolling Rd.
Baltimore, MD 21228
(301) 455-4718

Ms. Virginia Carson
Coordinator
Catonsville Community College
Continuing Ed./Community Services
800 S. Rolling Rd.
Catonsville, MD 21228
(301) 455-4355

Ms. Maureen Chargualaf
Instructor of the Deaf
Guam Community College
P.O. Box 23069
Guam Main Facility, Guam 96921
(671) 734-4311 Ext. 76

Ms. Kitty Christiansen
Executive Director
Learning Disabilities Assn.
2344 Nicollet Ave. #300
Minneapolis, MN 55404
(612) 871-9011

Ms. Linda Cook
Special Education Adviser
Pennsylvania Dept. of Education
Correction Education Div.
333 Market St., 8th Floor
Harrisburg, PA 17126-0333
(717) 783-8088

Mr. Richard Cooper
Director, Ed & Voc Services
Learning Disabilities Consultants
Center for Alternative Learning
1021 Lancaster Ave., P.O. Box 716
Bryn Mawr, PA 19010
(215) 525-8336

Ms. Karel Cooperman
Director
The Teaching Team
Learning Disabled Children/Adults
9100 Old Georgetown Rd.
Bethesda, MD 20814
(301) 493-4303

Ms. Carolyn Corlett
Distribution Manager
NICHCY
1555 Wilson Blvd. Suite 700
Rosslyn, VA 22209
(703) 522-3332

Ms. Mary Ann Corley
Supervisor of Adult Educ
Baltimore County Public Schools
Adult Education Office
6900 Charles St.
Towson, MD 21204
(301) 494-4064

Mr. John Creighton
Section Chief
MD State Department of Education
Adult Education/Division of Instruction
200 W. Baltimore St.
Baltimore, MD 21201
(301) 333-2180

Mr. Alan C. Criner
Director
National Rehab. Hospital
Vocational Therapy
102 N. Irving St. NW
Washington, DC 20010
(202) 877-1000

Ms. Zoe Dalheim
Spec Project Coord—READ
Pittsfield Public Schools
Adult Learning Center
269 First St.
Pittsfield, MA 01201
(413) 499-9531

Mr. Lloyd David
Director
Continuing Education Institute
163 Highland Ave.
Needham, MA 02194
(617) 449-4802

Dr. Sharon Davis
Director
Association for Retarded Citizens
Dept. of Research & Programs Serv.
2501 Ave. J.
Arlington, TX 76006
(817) 640-0204

Mr. Dewey Dempsey
Education Specialist
Georgia Dept. of Corrections
East Tower, 2 MLK Jr. Dr., Rm 654
Atlanta, GA 30334
(404) 656-4726

Dr. Edward F. Dragan
Manager, NJ State Dept. of Education
NJ State Department of Education
Division of Special Education
CN 500
Trenton, NJ 08625
(609) 984-5988

Ms. Carolyn Ehringhaus
Doctoral Student
Syracuse University
Special Education
1026 Euclid Ave.
Syracuse, NY 13210
(315) 423-9920

Ms. Sandra Ellis
VR Counselor
Client Services Division
Rehab. Services Admin.
605 G St. NW, Room 217
Washington, DC 20001
(202) 727-0914

Ms. Sandra Evans
Director
Cumberland County College
Southern NJ Comprehensive Learning Center
P.O. Box 517
Vineland, NJ 08360
(609) 691-8600, Ext. 301

Mr. Dennis Finnegan
183 Narragansett St.
Cranston, RI 02905
(401) 781-0367

Ms. Deborah Gaddy
Trng Spec for ABE/Sp Pop
Adult and Continuing Ed.
No. Carolina Dept. of Community Colleges
200 W Jones St.—320 Caswell Blvd.
Raleigh, NC 27603-1337
(919) 733-4791 Ext. 320

Ms. Rosalind Gilbert
MN Dept. of Corrections
Box C
Sauk Centre, MN 56318
(612) 352-2296

Ms. Mary A. Grefe
President
LEAD Associates, Ltd.
4116 Beaver Ave.
Des Moines, IA 50310
(515) 278-9779

Ms. Shawn Griese
Education Consultant
Mich. Dept. of Education
Adult Extended Learning Services
P.O. Box 3008
Lansing, MI 48910
(517) 373-4229

Dr. Ronald Gross
Co-chair
Univ. Seminar on Innovation in Ed.
Michigan Dept. of Education
17 Myrtle Drive
Great Neck, NY 11021
(516) 487-0235

Ms. Mary Guines
Director
Continuing Education
J. Sargeant Reynolds Community College
P.O. Box C-32040
Richmond, VA 23261-2040
(804) 786-5805

Ms. Rhonda Hartman
Director, HEATH Resource Ctr
American Council of Education
Div. of Pol. Analy. and Research
One Dupont Circle, Suite 800
Washington, DC 20036
(202) 939-9320

Mr. Ken Harvey
Director of Instruction
Career & Community Ed. Services
Vancouver School Board
1595 West 10 & H
Vancouver, BC V6J 1Z8
(604) 731-1331

Ms. Kathleen Hellberg
Curriculum Consultant
NJ Dept. of Human Services
Office of Education
10 Quakerbridge Plaza
Trenton, NJ 08625
(609) 588-3191

Ms. Jane Hermansen
Diag/Prescriptive Learning Specialist
Office of Special Student Services
Montgomery College
51 Manakee St.
Rockville, MD 20850
(301) 279-5108 or 5058

Mr. Stanley Hirschberg
Supervisor
NY Lighthouse
NY Association for the Blind
111 E. 59th St.
New York, NY 10022
(212) 355-2200 Ext. 145

Dr. Wanda C. Hole
Associate Professor
Human Resource Development
Alaska Pacific University
4101 University Dr.
Anchorage, AK 99508
(907) 564-8246

Dr. Marvin Hole
Adult Education Professor
Human Resource Development
Alaska Pacific University
4101 University Dr.
Anchorage, AK 99508
(907) 563-1982

Ms. Ernestine Holley
Coordinator of Education
Baltimore City Jail
School 740
401 E. Eager St.
Baltimore, MD 21202
(301) 396-5289

Ms. Katy Houghton
Supervisor
California Men's Colony
Correctional Education Programs
P.O. Box 8101
San Luis Obispo, CA 93409-0003
(805) 543-2700 Ext. 7970

Ms. Cathy Howard
Assistant Director
Community Rehabilitation Program
Ardundel Lodge, Inc.
1623 Forest Dr.
Annapolis, MD 21403
(301) 269-5414

Mr. Alex Hyman
Director
GED Testing Service
J.O. Wilson Elementary School
7th & K St. NE
Washington, DC 20002
(202) 724-4109

Mr. Gary Izo
Education Specialist
Federal Bureau of Prisons
Education Division
320 First St. NW
Washington, DC 20534
(202) 272-6460

Ms. Loretta Johns
LD Specialist
Southern NJ Comprehensive Learning Ctr
Cumberland County College
P.O. Box 517
Vineland, NJ 08360
(609) 691-8600, Ext. 314

Ms. Helene Johnson
President
GA Assc. for Children & Adults w/LD
L.D. Adult Section
2377 Pine Mountain Rd.
Kennesaw, GA 30144
(404) 429-1531

Mr. William Jonas
Assoc in Continuing Education
New York State Dept. of Ed
Bureau of Adult & Contin. Ed. Prog. Dev.
Room 1607, 99 Washington Ave.
Albany, NY 12234
(518) 474-8940

Ms. Patricia Jones
Data Resources Coordinator
American Council on Ed.
GED Testing Service
One Dupont Circle NW, Suite 20
Washington, DC 20036
(202) 939-9490

Dr. Sushila Kapur
Psychologist
DC Vocational Rehab.
DHS/CSS
60 Florida Ave. Second Floor
Washington, DC 20002
(202) 673-7729

Mr. Donald Kerr
Director
Elwyn Institutes/Adult Cont. Educ.
Southeast Pennsylvania Rehab Center
111 Elwyn Road
Elwyn, PA 19063
(215) 891-2225

Ms. Bonnie Kirk
Porterville Dev. Center
911 S. Linwood
Visalia, CA 93277
(209) 782-2692

Dr. Phyllis Klugerman
Director
E. Brunswick Mentally HC Program
A.B.E. Program
Cranbury Rd.
East Brunswick, NJ 08816
(201) 613-6980

Ms. Hilda Koehnlein
Coordinator
Crownsville Hospital
Mental Health Education
Crownsville, MD 21032
(301) 987-6200 Ext. 544

Dr. Jeffrey Kraskin
American Optometric Assn.
4600 Massachusetts Ave. NW
Washington, DC 20016
(202) 363-4450

Mr. William R. Langner
Ed. Program Specialist
Office of Voc. and Adult Ed.
U.S. Dept. of Education
Reporters Bldg, Room 522
Washington, DC 20202
(202) 732-2410

Ms. Ruth Lewis
Program Director
Durham Tech. Community College
Adult & Cont. Ed.
P.O. Box 11307
Durham, NC 27703
(919) 598-9205

Ms. Ruth Lieberman
Curriculum Resource Teacher
Adult Education
Orange County Public Schools
Station 303, Box 271
Orlando, FL 32802
(305) 422-3200 Ext. 528

Mr. James Lindburg
Adult Educ Program Services Unit
State Department of Education
721 Capitol Mall
Sacramento, CA 95814
(916) 322-2175

Dr. Carroll Londover
President-elect
American Assn. f/ Adult & Cont. Ed.
Virginia Commonwealth University
Richmond, VA 23284
(804) 257-1332

Ms. Jane Lovelady
Teacher
Castro Valley Adult School
Box 2146
Castro Valley, CA 94546
(415) 886-1000

Ms. Lynne Luxton
Nat'l Consultant on Rehab
American Foundation f/t Blind
15 W. 16th St.
New York, NY 10011
(212) 620-2040

Ms. Justine Maloney
Chairperson
Natl. Assn. for Child. & Adults w/LD
Legislative Services
3115 N. 17th St.
Arlington, VA 22201
(703) 243-2614

Ms. Susan Matson
Director, Adult Programs
Tri-Services Center, Inc.
Adult Programs, Community Division
3200 Woodbine St.
Chevy Chase, MD 20912
(301) 652-0426

Ms. Bonnie McClellan
Education Consultant
Center for Unique Learners
5705 Arundel Ave.
Rockville, MD 20852
(301) 231-0115

Mr. Michael McCoy
Executive Director
Hardee Assn. for Retarded Citizens
P.O. Box 1372
Wauchula, FL 33873
(813) 735-1121

Rev. Cecil E. McFarland
Director of Membership Service Div.
Goodwill Industries of America
9200 Wisconsin Ave.
Bethesda, MD 20814
(301) 530-6500

Ms. Bonnie Jean McGregor
Assistant Director
Natl. Rural Dev. Inst.
Western Washington Univ.
345 Miller Hall
Bellingham, WA 98226
(206) 676-3576

Ms. Claire Miles
Program Administrator
Rochester, NY City School District
Adult Basic Ed.
54 Oakman St.
Rochester, NY 14605
(716) 262-3110

Ms. Peggy Monihan
Program Specialist
Div. of Adult Ed.
U.S. Dept. of Education
510 Reporters Bldg.
Washington, DC 20001
(202) 732-2959

Ms. Zeace Nadler
Nadler Associates
Box 536
North College Park Station
College Park, MD 20740
(301) 935-5229

Dr. Leonard Nadler
Professor
George Washington University
Human Resource Development
School of Ed. & Human Deve.
Washington, DC 20052
(202) 676-6940

Ms. Mary Anne Nielsen
Asst Director
Castro Valley Adult School
Castro Valley Unified School Dist.
19722 Center St.
Castro Valley, CA 94546
(415) 886-1000

Mr. Gary W. Olsen
Executive Director
Natl. Assn. of the Deaf
814 Thayer Ave.
Silver Spring, MD 20910
(301) 587-1788

Mr. William Olubodun
800 Florida Ave. NE
Washington, DC 20002

Mr. Carl Paternostro
Associate Consultant
Bureau of Adult Ed.
Connecticut State Dept. of Ed.
25 Industrial Park Rd.
Middletown, CT 06457
(203) 638-4154

Ms. Beverly Paulsen
Director
Carroll Community College
Student Services
300 S. Center St.
Westminster, MD 21157
(301) 876-3880

Dr. Leonard G. Perlman
Consulting Psychologist
5312 Trailway Dr.
Rockville, MD 20853
(301) 460-1397

Mr. Frank Pinter
Coord, Single Step & 504 Services
Dundalk Community College Cont. Ed.
7200 Sollers Point Rd.
Baltimore, MD 21222
(301) 522-5762

Mr. Sylvester Pues
Director
Office for Adult Special Ed
CASAS Office/Dept. of Dev. Services
Camarillo State Hosp, Box A
Camarillo, CA 93011
(805) 484-3661

Mr. Ron Pugsley
Chief
U.S. Department of Education
Program Services Branch
400 Maryland Ave. NW
Washington, DC 20202
(202) 732-2398

Ms. Nan Putnam
Asst Professor
Allegany Community College
Willow Brook Road
Cumberland, MD 21502
(301) 724-7700 Ext. 298

Mr. Jeff Raynor
Education Consultant
Ohio Dept. of Education
A.B.E. Program
65 S. Front St.
Columbus, OH 43266-0308
(614) 466-6204

Ms. Kathleen A. Reeves
Coordinator
Greece Central School District
Continuing Ed./Funded Programs
P.O. Box 300
N. Greece, NY 14515
(716) 225-4410

Ms. Penny Richardson
Associate Professor
University of Southern California
Dept. of Education
WPH 701
Los Angeles, CA 90089-0031
(213) 743-2310 -6163

Ms. Delores Riley
VR Evaluator
605 G St. NW, Room 217
Washington, DC 20001
(202) 727-0914

Ms. Arlyn Roffman
Director & Assoc Prof, Sp Ed
Special Education
Lesley College, Threshold
29 Everett St.
Cambridge, MA 02238
(617) 491-3739

Dr. Roslyn Rosen
Dean
Gallaudet University
College for Continuing Ed.
800 Florida Ave. NE
Washington, DC 20002
(202) 651-5351 (V/TDD)

Ms. Jovita M. Ross
Assistant Professor
Penn State University
Adult Education Program
220 Rackley
University Park, PA 16801
(814) 863-3781

Ms. Elizabeth Rouse
The Joseph P. Kennedy, Jr. Foundation
1350 New York Ave. NW
Washington, DC 20005
(202) 393-1251

Ms. Linda Russell
Administrative Asst.
GED Testing Service
One Dupont Circle
Washington, DC 20036
(202) 939-9482

Ms. Robin Schwarz
Master Teacher
Lab School of Washington
Night School
MacArthur Blvd.
Washington, DC 20001
(202) 885-2162

Ms. Beth Scriber
Coord, Adult Basic Education
Gallaudet University
PACE
800 Florida Ave. NE
Washington, DC 20002
(202) 651-5044 (V/TDD)

Ms. Shirley C. Segar
Instructor
J. Sargeant Reynold Community College
Continuing Education
P.O. Box C-32040
Richmond, VA 23261-2040
(804) 786-5805

Ms. Suzanne Shackelford
Commission on Education of the Deaf
7th & D St. SW, Room 6646
Washington, DC 20407
(202) 453-4684

Ms. Julia Shepherd
Ed. Program Specialist
Adult Liertacy Initiative
U.S. Department of Education
400 MD Ave. SW
Reporters Bldg, Rm. 510
Washington, DC 20202
(202) 732-2959

Ms. Janet Shrock
Director
The Lab School
Adult Night School
4759 Reservoir Road
Washington, DC 20007
(202) 965-6600

Ms. Patti Singleton
Coord, Nat'l Adult & Cont Ed
Gallaudet University
Adult Basic Ed., Room 215
800 Florida Ave. NE
Washington, DC 20002
(202) 651-5044 (V/TDD)

Ms. Benita Somerfield
Special Advisor
Division of Adult Education
Department of Education
1325 18th St. NW
Washington, DC 20036
(202) 732-2270

Ms. Gretchen Starks
Director
Community College of Finger Lakes
Developmental Studies
Lincoln Hill Road
Canandaigua, NY 14424
(716) 394-3500 Ext. 390

Mr. Joseph Sterling
Director
Electronic Industries Foundation
Youth Program
1901 PA Ave. NW, Suite 200
Washington, DC 20006
(202) 955-5831

Mr. Joseph Stimpfl
Curriculum Supervisor
Pittsburgh Literacy Initiative
200 Ross Street
Pittsburgh, PA 15219
(412) 392-3126

Dr. Margaret Taibi
Program Director
Prince George's Community College
Education Opportunities
301 Largo Road
Largo, MD 20772-2199
(301) 322-0168

Dr. Orlando L. Taylor
Dean
Howard University
School of Communication
Washington, DC 20059
(202) 636-7690

Mr. Eugene Thomas
VR Evaluator
Rehab. Services Adm.
Clients Services Division
605 G St. NW, Room 217
Washington, DC 20001
(202) 727-0914

Ms. Susan B. Thomas
Coordinator
Occupational/Activity Therapy
Crownsville Hospital Center
MD Dept of Health & Mental Hygiene
Crownsville, MD 21032
(301) 987-6200 Ext. 251

Ms. Deborah Thornton
Arundel Lodge, Inc.
Community Rehabilitation Program
1623 Forest Dr.
Annapolis, MD 21403
(301) 269-5414

Mr. Fredrick Timm
Ed. Resources Coordinator
State of Wis./Health & Soc Serv
Division of Corrections
P.O. Box 7925
Madison, WI 53707
(608) 266-5308

Ms. Bernadette Toye
Project Leader
E. Brunswick Adult Mentally Hcp. Program
Cranbury Road
East Brunswick, NJ 08816
(201) 613-6983

Mr. George K. Tregaskis
Associate
Program Development
NY State Education Department
Washington Ave. Rm 314-EB
Albany, NY 12234
(518) 474-5922

Ms. Evelyn Turner
Division Director
Georgia Dept. Education
Adult & Immigrant Ed.
1870 Twin Towers East
Atlanta, GA 30334
(404) 656-4688

Ms. Christine VanderWall
Director
Grand Rapids Public Schools
Adult Special Education Program
West Middle School, 615 Turner NW
Grand Rapids, MI 49504
(616) 456-4214

Dr. Ruth Verlinde
Captioning Coordinator
N.T.I.D. at RIT
Instr. Television & Media Serv.
P.O. Box 9887, One Lomb Memorial Dr.
Rochester, NY 14623
(716) 475-6841

Ms. Lou E. Walker
Lead Instructor
Technology for Literacy Center
St. Paul Public School
580 University Ave.
St. Paul, MN 55103
(612) 222-4464

Ms. Nancy Warnstadt
Director
Centralia Community College
Counseling & Devlop. Studies
600 W. Lotus St.
Centralia, WA 98531
(206) 736-9391

Ms. Sharon Werner
LD Specialist
Cumberland County College
Learning Lab
P.O. Box 517
Vineland, NJ 08360
(609) 691-8600, Ext. 314

Ms. Eleanor C. Westhead
Assoc. Professor & Director
University of Virginia
Learning Needs & Eva. Ctr.
B012 Brooks Hall
Charlottesville, VA 22903
(804) 924-3139

Ms. Pariece Wilkins
Specialist
US Ofc of Voc & Adult Education
US Dept of Educ/Innovation & Develpmt.
400 Maryland Ave. SW
Washington, DC 20202
(202) 732-2373

Ms. Leatricia A. Williams
Program Director
Adult Ed./Lifelong Learning
Florida Dept. of Education
Tallahassee, FL 32399
(904) 488-8201

Ms. Mary G. Williams
President
Am. Assoc. for Adult & Cont. Ed. and
Direc. Division of Adult and Community Ed.
Indiana State Dept of Ed, Rm 229
State House, IN 46204
(317) 269-9424

Ms. Mary G. Williams
Professor
George Washington University
School of Ed. & Human Develop.
Washington, DC 20052

Ms. Susan Witlin
Teacher/Case Manager
MD State Department of Education
Correctional Educ./Special Education
926 Greenmount Ave.,
Balt Pre-Release Unit
Baltimore, MD 21201
(301) 333-4370

Dr. Seymour L. Wolfbein
Professor Emeritus
Temple University
Economics & Business Adm.
Philadelphia, PA 19122
(215) 563-6740

Ms. Lynn Wood
Executive Director
National Advisory Council on A.E.
2000 L St. NW, Suite 570
Washington, DC 20036
(202) 634-6300

The First National Congress for Adults with Special Learning Needs

Steering Committee

Mr. William R. Langner
Educational Program Specialist
U.S. Department of Education
Mary E. Switzer Bldg., Rm. 4428
400 Maryland Ave. SW
Washington, DC 20202-7321

Mary Ann Corley, Supervisor
Adult Education Office
Baltimore County Public Schools
6900 Charles St.
Towson, MD 21204

Alex Hyman, Director
GED Testing Service
J.O. Wilson Elementary School
7th & K Streets NE
Washington, DC 20002

Dr. Boris E. Bogatz
Director
PACE
Gallaudet University
800 Florida Ave. NE
Washington, DC 20002

Alan C. Criner, Director
Vocational Therapy
National Rehabilitation Hospital
102 N. Irving St. NW
Washington, DC 20010

Janet Shrock, Director
Adult Night School
The Lab School
4759 Reservoir Road
Washington, DC 20007

Additional copies of this publication are available for $5.00 from Dr. Boris E. Bogatz, Director, Programs in Adult and Continuing Education, Gallaudet University, 800 Florida Ave. NE, Washington, DC 20002, (202) 651-5044.